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2021

## Undergraduate Course Catalog of the University of San Diego 2021-2022

University of San Diego

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# undergraduate

2021-22 COURSE CATALOG

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# HOME

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As you review the university's catalogs, we hope they will become useful tools as you navigate your academic journey at the University of San Diego.

The catalogs include information about the university, academic programs, important policies, and our outstanding faculty. It includes a summary of our courses, degree requirements and curriculum recommendations for all majors, minors and degree programs. Students choose from dozens of undergraduate and graduate degree programs in academic divisions including the College of Arts and Sciences, the School of Business, the Shiley-Marcos School of Engineering, the School of Leadership and Education Sciences, the School of Law, the Hahn School of Nursing and Health Science, and the Joan B. Kroc School of Peace Studies.

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 and one that will lead to new and exciting professional opportunities.

# UNDERGRADUATE

This 2021-2022 Undergraduate Online Catalog site contains the most up-to-date information for students, faculty and staff.

Students entering the University of San Diego and/or declaring a major during 2021-2022, should follow information contained in the published course catalog (also known as the "catalog of record") available early summer 2019. The updated undergraduate core curriculum requirements are included as part of the 2021-2022 catalog.

PDF files require Adobe Reader to view; get Adobe Reader from <http://get.adobe.com/reader/>.

## 2021-2022 Catalog of Record (pdf)

Not Yet Available:

## Archived Catalogs of Record (pdf)

- Undergraduate Course Catalog 2020-2021 (<https://catalogs.sandiego.edu/pdf/2020-2021-undergraduate.pdf>)
- Undergraduate Course Catalog 2019-2020
- Undergraduate Course Catalog 2018-2019 (<http://catcher.sandiego.edu/items/usd/2018-2019-undergraduate.pdf>)
- Undergraduate Course Catalog 2017-2018 (<http://catcher.sandiego.edu/items/usd/2017-18-undergraduate.pdf>)

- Undergraduate Course Catalog 2016-2017 ([http://catcher.sandiego.edu/items/usd/2016-17-undergraduate\\_Final.pdf](http://catcher.sandiego.edu/items/usd/2016-17-undergraduate_Final.pdf))
- Undergraduate Course Catalog 2014 (<http://catcher.sandiego.edu/items/usd/2014-16-undergraduate.pdf>)-2016 (<http://catcher.sandiego.edu/items/usd/2014-16-undergraduate.pdf>)
- Undergraduate Course Catalog 2012-2014 ([http://catcher.sandiego.edu/items/usd/2012-2014\\_USD\\_New.pdf](http://catcher.sandiego.edu/items/usd/2012-2014_USD_New.pdf))
- Undergraduate Course Catalog 2010 ([http://catcher.sandiego.edu/items/usd/UGCatalog\\_10\\_op.pdf](http://catcher.sandiego.edu/items/usd/UGCatalog_10_op.pdf))-2012 ([http://catcher.sandiego.edu/items/usd/UGCatalog\\_10\\_op.pdf](http://catcher.sandiego.edu/items/usd/UGCatalog_10_op.pdf))
- Undergraduate Course Catalog 2008 ([http://catcher.sandiego.edu/items/bulletins/Bulletin\\_updated.pdf](http://catcher.sandiego.edu/items/bulletins/Bulletin_updated.pdf))-2010 ([http://catcher.sandiego.edu/items/bulletins/Bulletin\\_updated.pdf](http://catcher.sandiego.edu/items/bulletins/Bulletin_updated.pdf))
- Undergraduate Course Catalog 2006 ([http://catcher.sandiego.edu/items/bulletins/bulletin\\_06\\_08.pdf](http://catcher.sandiego.edu/items/bulletins/bulletin_06_08.pdf))-2008 ([http://catcher.sandiego.edu/items/bulletins/bulletin\\_06\\_08.pdf](http://catcher.sandiego.edu/items/bulletins/bulletin_06_08.pdf))
- Undergraduate Course Catalog 2004 ([http://catcher.sandiego.edu/items/usd/USD\\_UGB\\_04-06\\_Signed.pdf](http://catcher.sandiego.edu/items/usd/USD_UGB_04-06_Signed.pdf))-2006 ([http://catcher.sandiego.edu/items/usd/USD\\_UGB\\_04-06\\_Signed.pdf](http://catcher.sandiego.edu/items/usd/USD_UGB_04-06_Signed.pdf))

For archived catalogs of record prior to 2004, please contact the Office of the Registrar.

## Undergraduate Academic Calendar

## 2021-2022 Undergraduate Academic Calendar (p. 8)

### Archives

- 2020-2021 Undergraduate Academic Calendar (p. 8)
- 2019-2020 Undergraduate Academic Calendar ([https://catalogs.sandiego.edu/undergraduate/academic-calendar/2019\\_2020/](https://catalogs.sandiego.edu/undergraduate/academic-calendar/2019_2020/))
- 2018-2019 Undergraduate Academic Calendar (p. 11)
- 2017-2018 Undergraduate Academic Calendar (p. 12)
- 2016-2017 Undergraduate Academic Calendar (p. 14)
- 2015-2016 Undergraduate Academic Calendar (p. 15)
- 2014-2015 Undergraduate Academic Calendar (p. 16)

For archived, proposed and law school calendars, please visit the Provost Office website (<http://www.sandiego.edu/academics/academic-calendars/>).

## 2021-2022 Undergraduate Academic Calendar

(Please send any corrections to Kristin Scialabba ([kscialabba@sandiego.edu](mailto:kscialabba@sandiego.edu))).

### Fall Semester 2021

#### August

25 Wed. Final Registration/Fee Payment Without Penalty

26 Thurs. Late Charges Begin

Aug. Sat.- Olé Weekend (New Student Orientation)

28-31 Tues.

#### September

Aug. Sat.- Olé Weekend (New Student Orientation)

28 - Tues.

Sep. 1

6	Mon.	Labor Day Holiday (No Classes, Offices Closed) Competency Exam: Language
1	Wed.	Classes Begin Mass of the Holy Spirit
13	Mon.	Deadline 100 Percent Tuition Refund
13	Mon.	Last Day to Enroll in Classes and to Drop a Class Without a 'W'
20	Mon.	Deadline 90 Percent Tuition Refund
27	Mon.	Deadline 80 Percent Tuition Refund

#### October

1	Fri.	2022/2023 Free Application for Federal Student Aid (FAFSA), CA Dream Act Application, and USD Dream Act Application available
4	Mon.	Financial Aid applications for Intercession 2022 Available
4	Mon.	Deadline 70 Percent Tuition Refund
4-28	Mon.-Thurs.	Online Class Reservation for Intercession 2022

11	Mon.	Deadline 60 Percent Tuition Refund
		Competency Exams fee deadline
18	Mon.	Priority deadline for Intercession 2022 Financial Aid Applications
18	Mon.	Deadline 50 percent tuition refund
25	Mon.	Mid-Term Grades Due

## November

1	Mon.	Deadline to petition for May or August 2022 graduation
1	Mon.	Class reservation begins for Spring 2022
1	Mon.	Walk-In Registration Begins for Intercession 2022 at the One Stop Student Center
2	Tues.	Deadline to Select Grade or Pass/Fail Option
10	Wed.	Last Day to withdraw from classes with a "W"
10	Wed.	Deadline for removal of Incomplete from prior semester/Summer Sessions
24-26	Wed.-Fri.	Thanksgiving Holiday (No Classes; Offices Closed Thursday and Friday)

## December

1	Wed.	Intercession 2022 Tuition/Fee due
10	Fri.	Last day of classes
10	Fri.	Friday Dec. 10 will follow a Monday class schedule
11-12	Sat.-Sun.	Study Days
13-17	Mon.-Fri.	Final Examinations
17	Fri.	Mid-Year Graduation Celebration (Mass and Reception)

## Intercession 2022 (optional)

### January

3	Mon.	First day of Intercession classes
3	Mon.	Fall 2021 Final Grades Due
17	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
21	Fri.	Last day of Intercession classes

For specific courses, dates and registration procedures for Intercession visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## Spring Semester 2022

### January

3	Mon.	Fall 2021 Final Grades Due
17	Mon.	Martin Luther King Jr. Holiday (No Classes, Offices Closed)
20	Thurs.	Final registration and final fee payment deadline without penalty
21	Fri.	Late Charges Begin
24-26	Mon-Wed.	New Student Spring Orientation
		Competency Exam: Language
27	Thurs.	Classes Begin
TBD	TBD	All-Faith Service

### February

7	Mon.	Last Day to Enroll in Classes and to Drop a Class Without a "W"
8	Tues.	Deadline 100 Percent Tuition Refund

All Faith Service

15	Tues.	Deadline 90 Percent Tuition Refund
22	Tues.	Deadline 80 Percent Tuition Refund

## March

1	Tues.	Deadline 70 Percent Tuition Refund
2	Wed.	Priority deadline for Graduate Fall 2022 and Spring 2023 financial aid (FAFSA) applications
Mar. 7-11	Mon.-Fri.	Spring Break (No Classes)
14	Mon.	Financial Aid Applications for Summer 2022 Available
14-30	Mon.-Wed.	Online Class Reservation for Summer Sessions 2022
15	Tues.	Deadline 60 percent tuition refund
		Competency Exam fee deadline
22	Tues.	Deadline 50 Percent Tuition Refund
23	Wed.	Mid-term grades due

## April

1	Fri.	Priority deadline for Summer 2022 financial aid applications
4	Mon.	Walk-in registration begins for Summer Sessions 2022 at the One Stop Student Center
4	Mon.	Class Reservation Begins for Fall 2022
8	Fri.	Deadline to select grade or Pass/Fail option
12	Tues.	Last day to withdraw from classes with "W"
12	Tues.	Deadline for Removal of Incompletes from Prior Semester and Intercession
April 14-18	Thurs-Mon	Easter Break (No Classes)
		Competency Exam: Lower-Division and Upper-Division English

## May

1	Sun.	Summer 2022 Tuition/Fee due
		Honors Convocation
16	Mon.	Last Day of Classes
17-18	Tues-Wed.	Study Day
19-25	Thurs.-Wed.	Final Examinations
		NROTC Commissioning Ceremony
28-29	Sat-Sun	Undergraduate Commencement Ceremonies
		Spring 2022 Final Grades Due

## Summer 2022 (optional)

### June, July, August

June 6	Mon.	First day of Summer Sessions
July 4	Mon.	Independence Day Holiday (no classes, offices closed)
Aug 26	Fri.	Last day of Summer Sessions
1	Wed.	Spring 2022 Final Grades Due

For specific courses, dates and registration procedures for Summer Sessions visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

# 2019-2020 Undergraduate Academic Calendar

(Please send any corrections to Kristin Scialabba (ksialabba@sandiego.edu).)

## Fall Semester 2019

### August

28	Wed.	Final Registration/Fee Payment Without Penalty
29	Thurs.	Late Charges Begin
Aug. 31- Sep. 3	Sat.- Tues.	Olé Weekend (New Student Orientation)

### September

Aug. 31- Sep. 3	Sat.- Tues.	Olé Weekend (New Student Orientation)
2	Mon.	Labor Day Holiday (No Classes, Offices Closed)
3	Tues.	Competency Exam: Second Language
4	Wed.	Classes Begin
12	Thurs.	Mass of the Holy Spirit
13	Fri.	Deadline 100 Percent Tuition Refund
13	Fri.	Last Day to Enroll in Classes and to Drop a Class Without a 'W'
20	Fri.	Deadline 90 Percent Tuition Refund
27	Fri.	Deadline 80 Percent Tuition Refund

### October

1	Tues.	Financial Aid applications for Intercession 2020 Available
1	Tues.	2020/2021 Free Application for Federal Student Aid (FAFSA) available
2-30	Wed.- Wed.	Online Class Reservation for Intercession 2020
4	Fri.	Deadline 70 Percent Tuition Refund
11	Fri.	Deadline 60 Percent Tuition Refund
18	Fri.	Competency Exams fee deadline
18	Fri.	Fall Holiday (no classes)
21	Mon.	Deadline 50 percent tuition refund
21	Mon.	Mid-Term Grades Due

### November

1	Fri.	Priority deadline for Intercession 2020 Financial Aid Applications
1	Fri.	Deadline to petition for May or August 2020 graduation
1	Fri.	Class reservation begins for Spring 2020
1	Fri.	Walk-In Registration Begins for Intercession 2020 at the One Stop Student Center
2	Sat.	Competency Exam: Lower-Division and Upper-Division English
2	Sat.	Competency Exam: Mathematics
4	Mon.	Deadline to Select Grade or Pass/Fail Option
12	Tues.	Last Day to withdraw from classes with a "W"
12	Tues.	Deadline for removal of Incompletes from prior semester/ Summer Sessions

27-29	Wed.- Fri.	Thanksgiving Holiday (No Classes; Offices Closed Thursday and Friday)
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### December

1	Sun.	Intercession 2020 Tuition/Fee due
13	Fri.	Last day of classes
14-15	Sat.- Sun.	Study Days
16-20	Mon.- Fri.	Final Examinations

## Intercession 2020 (optional)

### January

6	Mon.	First day of Intercession classes
20	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
24	Fri.	Last day of Intercession classes

For specific courses, dates and registration procedures for Intercession visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## Spring Semester 2020

### January

2	Thurs	Fall 2019 Final Grades Due
20	Mon.	Martin Luther King Jr. Holiday (No Classes, Offices Closed)
23	Thurs.	Final registration and final fee payment deadline without penalty
23-24	Thurs.- Fri.	New Student Spring Orientation
24	Fri.	Competency Exam: Second Language
24	Fri.	Late Charges Begin
27	Mon.	Classes Begin
30	Thurs.	All-Faith Service

### February

1	Sat.	Financial Aid Applications for Summer 2020 Available
5	Wed.	Last Day to Enroll in Classes and to Drop a Class without a 'W'
5	Wed.	Deadline 100 Percent Tuition Refund
12	Wed.	Deadline 90 Percent Tuition Refund
19	Wed.	Deadline 80 Percent Tuition Refund
26	Wed.	Deadline 70 Percent Tuition Refund
Feb 24- April 6	Mon.- Mon.	Online Class reservation for Summer Sessions 2020

### March

Feb 24- April 6	Mon.- Mon.	Online Class Reservation for Summer Sessions 2020
2	Mon.	Priority deadline for Undergraduate 2020/2021 financial aid (FAFSA) applications
2-6	Mon.- Fri.	Spring Break (No Classes)
20	Fri.	Deadline 60 Percent Tuition Refund
30	Mon.	Mid-term grades due
31	Tues.	Priority Deadline for Summer 2020 Financial Aid Applications



## April

1	Wed.	Priority deadline for Graduate 2020/2021 financial aid (FAFSA) applications
9	Thurs.	Email registration begins for Summer Sessions 2020 at the One Stop Student Center
9	Thurs.	Class Reservation Begins for Fall 2020
14	Tues.	Deadline to select grade or Pass/Fail option
9-13	Thurs.- Mon.	Easter Break (No Classes)
15	Wed.	Last day to withdraw from classes with "W"
15	Wed.	Deadline for Removal of Incompletes from Prior Semester and Intersession

## May

1	Fri.	Summer 2020 tuition/fee due date
5	Tues.	Honors Convocation
13	Wed.	Last Day of Classes
14	Thurs.	Study Day
15-21	Fri.- Thurs.	Final Examinations
22	Fri.	NROTC Commissioning Ceremony
29	Fri.	Spring 2020 Final Grades Due

## Summer 2020 (optional)

### June, July, August

June 1	Mon.	First day of Summer Sessions
July 3	Fri.	Independence Day Holiday (no classes, offices closed)
Aug 21	Fri.	Last day of Summer Sessions

For specific courses, dates and registration procedures for Summer Sessions visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

# 2018-19 Undergraduate Academic Calendar

(Please send any corrections to Kristin Scialabba ([kscialabba@sandiego.edu](mailto:kscialabba@sandiego.edu))).

## Fall Semester 2018

### August

14	Tues.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check <a href="http://www.sandiego.edu/cas/languages">http://www.sandiego.edu/cas/languages</a> ( <a href="http://www.sandiego.edu/cas/languages/">http://www.sandiego.edu/cas/languages/</a> ))
29	Wed.	Final Registration/Fee Payment Without Penalty
30	Thurs.	Late Charges Begin

### September

Aug. 31- Sept. 4	Fri.- Tues.	Olé Weekend (New Student Orientation)
3	Mon.	Labor Day Holiday (No Classes, Offices Closed)
TBD	TBD	Competency Exam: Second Language
5	Wed.	Classes Begin
13	Thurs.	Mass of the Holy Spirit

14	Fri.	Last Day to Enroll in Classes and to Drop a Class Without a 'W' Deadline 100 Percent Tuition Refund
21	Fri.	Deadline 90 Percent Tuition Refund
28	Fri.	Deadline 80 Percent Tuition Refund

## October

1	Mon.	Financial Aid applications for Intersession 2019 Available 2019/2020 Free Application for Federal Student Aid (FAFSA) available
2-30	Tues.- Tues.	Online Class Reservation for Intersession 2019
5	Fri.	Deadline 70 Percent Tuition Refund
12	Fri.	Competency Exams fee deadline
12	Fri.	Deadline 60 Percent Tuition Refund
TBD	TBD	Competency Exam: Logic
19	Fri.	Fall Holiday (no classes)
22	Mon.	Deadline 50 percent tuition refund Mid-Term Grades Due
27	Sat.	Competency Exam: Lower-Division and Upper-Division English

## November

1	Thurs.	Priority deadline for Intersession 2019 Financial Aid Applications Class reservation begins for Spring 2019 Walk-In Registration Begins for Intersession 2019 at the One Stop Student Center Deadline to Petition for May or August 2019 Graduation
2	Fri.	Deadline to Select Grade or Pass/Fail Option
3	Sat.	Competency Exam: Mathematics
13	Tues.	Last Day to withdraw from classes with a "W" Deadline for removal of Incompletes from prior semester/ Summer Sessions
21-23	Wed.- Fri.	Thanksgiving Holiday (No Classes; Offices Closed Thursday and Friday)

## December

1	Sat.	Intersession 2019 tuition/fee due date
14	Fri.	Last day of classes
15-16	Sat.- Sun.	Study Days
17-21	Mon.- Fri.	Final Examinations

## Intersession 2019 (optional)

### Thursday, January 3–Wednesday, January 23 January

3	Thurs.	First day of Intersession classes
21	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
23	Wed.	Last day of Intersession classes

For specific courses, dates and registration procedures for Intersession visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## Spring Semester 2019

### January

2	Wed.	Fall 2018 Final Grades Due
21	Mon.	Martin Luther King Jr. Holiday (No Classes, Offices Closed)
TBD	TBD	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check <a href="http://www.sandiego.edu/cas/languages">http://www.sandiego.edu/cas/languages</a> ( <a href="http://www.sandiego.edu/cas/languages/">http://www.sandiego.edu/cas/languages/</a> ))
24	Thurs.	Final registration and final fee payment deadline without penalty
TBD	TBD	New Student Spring Orientation
25	Fri.	Competency Exam: Second Language
25	Fri.	Late Charges Begin
28	Mon.	Classes Begin
31	Thurs.	All-Faith Service

### February

1	Fri.	Financial Aid Applications for Summer 2019 Available
6	Wed.	Last Day to Enroll in Classes and to Drop a Class without a 'W' Deadline 100 Percent Tuition Refund
13	Wed.	Deadline 90 Percent Tuition Refund
20	Wed.	Deadline 80 Percent Tuition Refund
27	Wed.	Deadline 70 Percent Tuition Refund

### March

1-29	Fri.- Fri.	Online Class Reservation for Summer Sessions 2019
2	Sat.	Priority Deadline for Undergraduate Fall 2019 and Spring 2020 Financial Aid Applications
4-8	Mon.- Fri.	Spring Break (No Classes)
13	Wed.	Deadline 60 Percent Tuition Refund
TBD	TBD	Competency Exam: Logic
17	Sun.	Priority Deadline for Summer 2019 Financial Aid Applications
20	Wed.	Mid-term grades due Deadline 50 Percent Tuition Refund
22	Fri.	Competency Exam fee deadline
23	Sat.	Competency Exam: Mathematics

### April

2	Tues.	Walk-in registration begins for Summer Sessions 2019 at the One Stop Student Center Class Reservation Begins for Fall 2019
9	Tues.	Deadline to Select Grade or Pass/Fail Option
11	Thurs.	Last day to withdraw from classes with "W" Deadline for Removal of Incompletes from Prior Semester and Intersession
6	Sat.	Competency Exam: Lower-Division and Upper-Division English
18-22	Thurs.- Mon.	Easter Break (No Classes)

### May

1	Wed.	Summer 2019 tuition/fee due date
7	Tues.	Honors Convocation
15	Wed.	Last Day of Classes

16	Thurs.	Study Day
17-23	Fri.- Thurs.	Final Examinations
24	Fri.	Last day to petition for August 2019 graduation.
24	Fri.	NROTC Commissioning Ceremony
26	Sun.	Undergraduate Commencement Ceremonies
31	Fri.	Spring 2019 Final Grades Due

## Summer 2019 (optional)

Monday, June 3–Friday, August 23

June, July, August

June

3	Mon.	First day of Summer Sessions
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July

4	Thurs.	Independence Day Holiday (no classes, offices closed)
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August

23	Fri.	Last day of Summer Sessions
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For specific courses, dates and registration procedures for Summer Sessions visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## 2017-2018 Academic Calendar

(Please send any corrections to Annie O'Brien ([aobrien@sandiego.edu](mailto:aobrien@sandiego.edu))).

## Fall Semester 2017

### August

22	Tues.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check <a href="http://www.sandiego.edu/cas/languages">http://www.sandiego.edu/cas/languages</a> ( <a href="http://www.sandiego.edu/cas/languages/">http://www.sandiego.edu/cas/languages/</a> ))
30	Wed.	Final Registration/Fee Payment without penalty
31	Thurs.	Late charges begin

### September

1-5	Fri.- Tues.	Olé Weekend (New Student Orientation)
4	Mon.	Labor Day holiday (no classes, offices closed)
5	Tues.	Competency Exam: Second Language
6	Wed.	Classes Begin
14	Thurs.	Mass of the Holy Spirit
15	Fri.	Deadline 100 percent tuition refund Last day to enroll in classes and to drop a class without a 'W'
22	Fri.	Deadline 90 percent tuition refund
29	Fri.	Deadline 80 percent tuition refund

### October

1	Sun.	Financial aid applications for Intersession 2018 available 2018/2019 Free Application for Federal Student Aid (FAFSA) available
2-30	Mon.- Mon.	Online class reservation for Intersession 2018
6	Fri.	Deadline 70 percent tuition refund Competency Exams fee deadline

11	Wed.	Deadline to petition for May or August 2018 graduation
13	Fri.	Deadline 60 percent tuition refund
14	Sat.	Competency Exam: Logic
20	Fri.	Fall Holiday (no classes)
23	Mon.	Deadline 50 percent tuition refund Mid-term grades due
28	Sat.	Competency Exam: Lower-Division and Upper-Division English

## November

1	Wed.	Priority deadline for Intercession 2018 financial aid applications Class reservation begins for Spring 2018 Walk-in registration begins for Intercession 2018 at the One Stop Student Center
2	Thurs.	Deadline to select grade or Pass/Fail option
4	Sat.	Competency Exam: Mathematics
9	Thurs.	Last Day to withdraw from classes with a "W" Deadline for removal of Incompletes from prior semester/ Summer Sessions
22-24	Wed.- Fri.	Thanksgiving Holiday (no classes; offices closed Thursday and Friday)

## December

15	Fri.	Last day of classes
16-17	Sat.- Sun.	Study days
18-22	Mon.- Fri.	Final Examinations

## Intercession 2018 (Optional)

3	Wed.	First day of Intercession classes
15	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
23	Tues.	Last day of Intercession classes

For specific courses, dates and registration procedures for Intercession 2018 visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## Spring Semester 2018

### January

2	Tues.	Fall 2017 final grades due
15	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
19	Fri.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check <a href="http://www.sandiego.edu/cas/languages">http://www.sandiego.edu/cas/languages</a> ( <a href="http://www.sandiego.edu/cas/languages/">http://www.sandiego.edu/cas/languages/</a> ))
25	Thurs.	Final registration and final fee payment deadline without penalty New Student Spring Orientation
26	Fri.	Competency Exam: Second Language Late Charges Begin
29	Mon.	Classes begin

### February

1	Thurs.	Financial aid applications for Summer 2018 available All-Faith Service
7	Wed.	Deadline 100 percent tuition refund

		Last day to enroll in classes and to drop a class without a 'W'
14	Wed.	Deadline 90 percent tuition refund
21	Wed.	Deadline 80 percent tuition refund
28	Wed.	Deadline 70 percent tuition refund

## March

1-29	Thurs.- Thurs.	Online class reservation for Summer Sessions 2018
2	Fri.	Priority deadline for Undergraduate Fall 2018 and Spring 2019 financial aid applications Competency Exams fee deadline
7	Wed.	Deadline 60 percent tuition refund
10	Sat.	Competency Exam: Logic
14	Wed.	Deadline 50 percent tuition refund
17	Sat.	Priority deadline for Summer 2018 financial aid applications Competency Exam: Mathematics
19	Mon.	Mid-term grades due
26- April 2	Mon.- Mon.	Spring/Easter Break (no classes)
29	Thurs.	Deadline to select grade or Pass/Fail option

## April

3	Tues.	Walk-in registration begins for Summer Sessions 2018 at the One Stop Student Center Class reservation begins for Fall 2018
5	Thurs.	Last day to withdraw from classes with "W" Deadline for removal of Incompletes from prior semester and Intercession
7	Sat.	Competency Exam: Lower-Division and Upper-Division English

## May

1	Tues.	Honors Convocation
14	Mon.	Last day of classes
15-16	Tues.- Wed.	Study Days
17-23	Thurs.- Wed.	Final Examinations
25	Fri.	NROTC Commissioning Ceremony
26-27	Sat.- Sun.	Commencement Ceremonies for Undergraduate and Graduate
31	Thurs.	Spring 2018 final grades due

## Summer 2018 (optional)

### June, July, August

June		
4	Mon.	First day of Summer sessions
July		
4	Wed.	Independence Day holiday (no classes, offices closed)
August		
24	Fri.	Last day of Summer sessions

# 2016-2017 Academic Calendar

## Fall Semester 2016

### August

24	Wed.	Final Registration/Fee Payment without penalty
25	Thurs.	Late charges begin
26	Fri.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check <a href="http://www.sandiego.edu/cas/languages">http://www.sandiego.edu/cas/languages</a> ( <a href="http://www.sandiego.edu/cas/languages/">http://www.sandiego.edu/cas/languages/</a> ))
26-30	Fri.- Tues.	Olé Weekend (New Student Orientation)
30	Tues.	Competency Exam: Second Language
31	Wed.	Classes Begin

### September

5	Mon.	Labor Day holiday (no classes, offices closed)
8	Thurs.	Mass of the Holy Spirit
12	Mon.	Deadline 100 percent tuition refund Last day to enroll in classes and to drop a class without a 'W'
19	Mon.	Deadline 90 percent tuition refund
26	Mon.	Deadline 80 percent tuition refund

### October

1	Sat.	Financial aid applications for Intercession 2017 available 2017/2018 Free Application for Federal Student Aid (FAFSA) available
3-28	Mon.- Fri.	Online class reservation for Intercession 2017
3	Mon.	Deadline 70 percent tuition refund
10	Mon.	Deadline 60 percent tuition refund
12	Wed.	Deadline to petition for May or August 2017 graduation
14	Fri.	Competency Exams fee deadline
15	Sat.	Competency Exam: Logic
17	Mon.	Deadline 50 percent tuition refund
21	Fri.	Fall Holiday (no classes)
24	Mon.	Mid-term grades due
29	Sat.	Competency Exam: Lower-Division and Upper-Division English

### November

1	Tues.	Priority deadline for Intercession 2017 financial aid applications Class reservation begins for Spring 2017 Walk-in registration begins for Intercession 2017 at the One Stop Student Center
2	Wed.	Deadline to select grade or Pass/Fail option
5	Sat.	Competency Exam: Mathematics
9	Wed.	Last Day to withdraw from classes with a "W" Deadline for removal of Incompletes from prior semester/ Summer Sessions
23-25	Wed.- Fri.	Thanksgiving Holiday (no classes; offices closed Thursday and Friday)

### December

1	Thurs.	Final fee payment deadline for Intercession 2017 online registration
12	Mon.	Last day of classes
13	Tues.	Study day
14-20	Wed.- Tues.	Final Examinations

## Intercession 2017 (Optional)

3	Tues.	First day of Intercession classes
16	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
23	Mon.	Last day of Intercession classes

For specific courses, dates and registration procedures for Intercession 2016 visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## Spring Semester 2017

### January

2	Mon.	Fall 2016 final grades due
20	Fri.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check <a href="http://www.sandiego.edu/cas/languages">http://www.sandiego.edu/cas/languages</a> ( <a href="http://www.sandiego.edu/cas/languages/">http://www.sandiego.edu/cas/languages/</a> )) Final registration and final fee payment deadline without penalty
21	Sat.	Late Charges Begin
25	Wed.	New Student Spring Orientation Competency Exam: Second Language
26	Thurs.	Classes begin

### February

1	Wed.	Financial aid applications for Summer 2017 available
2	Thurs.	All-Faith Service
6	Mon.	Last day to enroll in classes and to drop a class without a 'W' Deadline 100 percent tuition refund
13	Mon.	Deadline 90 percent tuition refund
20	Mon.	Deadline 80 percent tuition refund
27	Mon.	Deadline 70 percent tuition refund

### March

1-30	Wed.- Thurs.	Online class reservation for Summer Sessions 2017
2	Thurs.	Priority deadline for Undergraduate Fall 2017 and Spring 2018 financial aid applications
6-10	Mon.- Fri.	Spring Break (no classes)
13	Mon.	Deadline 60 percent tuition refund
17	Fri.	Priority deadline for Summer 2017 financial aid applications
20	Mon.	Mid-term grades due Deadline 50 percent tuition refund
25	Sat.	Competency Exam: Mathematics
30	Thurs.	Deadline to select grade or Pass/Fail option
31	Fri.	Deadline to pay Competency Examination Fee



## April

1	Sat.	Competency Exam: Logic
3	Mon.	Walk-in registration begins for Summer Sessions 2017 at the One Stop Student Center
		Class reservation begins for Fall 2017
5	Wed.	Last day to withdraw from classes with "W"
		Deadline for removal of Incompletes from prior semester and Intersession
8	Sat.	Competency Exam: Lower-Division and Upper-Division English
13-17	Thurs.- Mon.	Easter Break (no classes)

## May

1	Mon.	Final fee payment deadline for Summer Sessions 2017 online registration
2	Tues.	Honors Convocation
15	Mon.	Last day of classes
16-17	Tues.- Wed.	Study days
18-24	Thurs.- Wed.	Final Examinations
26	Fri.	NROTC Commissioning Ceremony
27-28	Sat.- Sun.	Commencement Ceremonies for Undergraduate and Graduate
31	Wed.	Spring 2017 final grades due

## Summer 2017 (optional)

### June, July, August

June		
5	Mon.	First day of Summer Sessions
July		
4	Tues.	Independence Day holiday (no classes, offices closed)
August		
25	Fri.	Last day of Summer sessions

For specific courses, dates and registration procedures for Summer 2017 visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## 2015-2016 Academic Calendar

### Fall Semester 2015

#### August

25	Tues.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check <a href="http://www.sandiego.edu/cas/languages">http://www.sandiego.edu/cas/languages</a> ( <a href="http://www.sandiego.edu/cas/languages/">http://www.sandiego.edu/cas/languages/</a> ))
26	Wed.	Final Registration/Fee Payment without penalty
27	Thurs.	Late charges begin
29- Sept. 1	Sat.- Tues.	Olé Weekend (New Student Orientation)

#### September

1	Tues.	Competency Exam: Second Language
2	Wed.	Classes begin

7	Mon.	Labor Day holiday (no classes, offices closed)
10	Thurs.	Mass of the Holy Spirit
14	Mon.	Last day to enroll in classes and to drop a class without a "W"
	Mon.	Deadline 100 percent tuition refund
21	Mon.	Deadline 90 percent tuition refund
28	Mon.	Deadline 80 percent tuition refund

## October

1-29	Thurs.- Thurs.	Online class reservation for Intersession 2016
1	Thurs.	Financial aid applications for Intersession 2016 available
5	Mon.	Deadline 70 percent tuition refund
9	Fri.	Competency Exams fee deadline
16	Fri.	Deadline to petition for May or August 2016 graduation
19	Mon.	Deadline 60 percent tuition refund
23	Fri.	Fall Holiday (no classes)
26	Mon.	Mid-term grades due
27	Tues.	Deadline 50 percent tuition refund
31	Sat.	Competency Exam: Logic; Lower-Division and Upper-Division English

## November

1	Sun.	Priority deadline for Intersession 2016 financial aid applications
2	Mon.	Walk-in registration begins for Intersession 2016 at the One Stop Student Center
		Class reservation begins for Spring 2016
3	Tues.	Deadline to select grade or Pass/Fail option
7	Sat.	Competency Exam: Mathematics
10	Tues.	Last Day to withdraw from classes with a "W"
	Tues.	Deadline for removal of Incompletes from prior semester/ Summer Sessions
13	Fri.	Final fee payment deadline for Intersession 2016 online registration
25-27	Wed.- Fri.	Thanksgiving Holiday (no classes; offices closed Thursday and Friday)

## December

14	Mon.	Last day of classes
15	Tues.	Study day
16-22	Wed.- Tues.	Final Examinations

## Intersession 2016 (Optional)

4	Mon.	First day of Intersession classes
18	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
22	Fri.	Last day of Intersession classes

For specific courses, dates and registration procedures for Intersession 2016 visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## Spring Semester 2016

### January

4	Mon.	Fall 2015 final grades due
		Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check <a href="http://www.sandiego.edu/cas/languages">http://www.sandiego.edu/cas/languages</a> ( <a href="http://www.sandiego.edu/cas/languages/">http://www.sandiego.edu/cas/languages/</a> ))
21-22	Thurs.- Fri.	New Student Spring Orientation
21	Thurs.	Final registration and final fee payment deadline without penalty
22	Fri.	Competency Exam: Second Language
		Late Charges Begin
25	Mon.	Classes begin
28	Thurs.	All Faith Service

### February

1	Mon.	Financial aid applications for Summer 2016 available
3	Wed.	Last day to enroll in classes and to drop a class without a 'W'
		Deadline 100 percent tuition refund
10	Wed.	Deadline 90 percent tuition refund
17	Wed.	Deadline 80 percent tuition refund
24	Wed.	Deadline 70 percent tuition refund

### March

1-30	Tues.- Wed.	Online class reservation for Summer Sessions 2016
2	Wed.	Priority deadline for Undergraduate Fall 2016 and Spring 2017 financial aid applications
9	Wed.	Deadline 60 percent tuition refund
14	Mon.	Mid-term grades due
16	Wed.	Deadline 50 percent tuition refund
17	Thurs.	Priority deadline for Summer 2016 financial aid applications
21-28	Mon.- Mon.	Spring/Easter Break (no classes)
29	Tues.	Deadline to select grade or Pass/Fail option

### April

1	Fri.	Deadline to pay Competency Examination fee
		Last day to withdraw from classes with "W"
		Deadline for removal of Incompletes from prior semester and Intersession
4	Mon.	Walk-in registration begins for Summer Sessions 2016 at the One Stop Student Center
		Class reservation begins for Fall 2016
8	Fri.	Final fee payment deadline for Summer Sessions 2016 online registration
9	Sat.	Competency Exam: Mathematics
16	Sat.	Competency Exam: Logic; Lower-Division and Upper-Division English

### May

3	Tues.	Honors Convocation
9	Mon.	Last day of classes

10-11 Tues.- Wed. Study days

12-18	Thurs.- Wed.	Final Examinations
20	Fri.	NROTC Commissioning Ceremony
22	Sun.	Undergraduate Commencement
24	Tues.	Spring 2016 final grades due

## Summer Sessions 2016 (Optional)

### Monday, June 6-Friday, August 26

#### June

6	Mon.	First Day of Summer Sessions
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#### July

4	Mon.	Independence Day holiday (no classes, offices closed)
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#### August

26	Friday	Last Day of Intersession Classes.
20	Fri.	NROTC Commissioning Ceremony
22	Sun.	Undergraduate Commencement

For specific courses, dates and registration procedures for Summer 2016 visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## 2014-2015 Academic Calendar

### Fall Semester 2014

#### August

26	Tues.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check <a href="http://www.sandiego.edu/cas/languages">http://www.sandiego.edu/cas/languages</a> ( <a href="http://www.sandiego.edu/cas/languages/">http://www.sandiego.edu/cas/languages/</a> ))
27	Wed.	Final Registration/Fee Payment without penalty
28	Thurs.	Late charges begin
30-Sept. 2	Sat.- Tues.	Olé Weekend (New Student Orientation)

#### September

1	Mon.	Labor Day holiday (no classes; offices closed)
2	Tues.	Competency Exam: Second Language
3	Wed.	Classes Begin
11	Thurs.	Mass of the Holy Spirit
12	Fri.	Last day to enroll in classes and to drop a class without a 'W'
		Deadline 100 percent tuition refund
19	Fri.	Deadline 90 percent tuition refund
26	Fri.	Deadline 80 percent tuition refund

#### October

1-30	Wed.- Thurs.	Online class reservation for Intersession 2015
1	Wed.	Financial aid applications for Intersession 2015 available
3	Fri.	Deadline 70 percent tuition refund
13	Mon.	Deadline to petition for May or August 2015 graduation
17	Fri.	Competency Examination fee deadline
		Deadline 60 percent tuition refund
24	Fri.	Fall Holiday (no classes)

27	Mon.	Deadline 50 percent tuition refund Mid-term grades due
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## November

1	Sat.	Competency Exam: Logic; Lower-Division and Upper-Division English Priority deadline for Intercession 2015 financial aid applications
3	Mon.	Walk-in registration begins for Intercession 2015 at the One Stop Student Center Class reservation begins for Spring 2015
6	Thurs.	Deadline to select grade or Pass/Fail option
8	Sat.	Competency Exam: Mathematics
11	Tues.	Deadline for removal of Incompletes from prior semester/ Summer Sessions Last day to withdraw from classes with a 'W'
14	Fri.	Final fee payment deadline for Intercession 2015 online registration
26-28	Wed.- Fri.	Thanksgiving Holiday (no classes; offices closed Thursday and Friday)

## December

12	Fri.	Last day of classes
13-14	Sat.- Sun.	Study days
15-19	Mon.- Fri.	Final Examinations

## Intercession 2015 (Optional)

### January

5	Mon.	First day of Intercession classes
19	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
23	Fri.	Last day of Intercession classes

See the 2015 Intercession Catalog for specific courses, dates and registration procedures

## Spring Semester 2015

5	Mon.	Fall 2014 final grades due
20	Tues.	Second Language Competency Exam fee deadline for Languages taught at USD (Languages not taught at USD-check <a href="http://www.sandiego.edu/cas/languages">http://www.sandiego.edu/cas/languages</a> ( <a href="http://www.sandiego.edu/cas/languages/">http://www.sandiego.edu/cas/languages/</a> ))
21	Wed.	Final registration/fee payment without penalty
22	Thurs.	Late Charges Begin
22-23	Thurs.- Fri.	New Student Spring Orientation
23	Fri.	Competency Exam: Second Language
26	Mon.	Classes begin
29	Thurs.	All Faith Service

## February

1	Sun.	Financial aid applications for Summer 2015 available
4	Wed.	Last day to enroll in classes and to drop a class without a 'W' Deadline 100 percent tuition refund
11	Wed.	Deadline 90 percent tuition refund

18	Wed.	Deadline 80 percent tuition refund
25	Wed.	Deadline 70 percent tuition refund

## March

2-30	Mon.- Mon.	Online Class Reservation for Summer 2015
2	Mon.	Priority deadline for Undergraduate Fall 2015 and Spring 2016 financial aid applications
6	Fri.	Spring Holiday
11	Wed.	Deadline 60 percent tuition refund
17	Tues.	Priority deadline for Summer 2015 financial aid applications
18	Wed.	Mid-term grades due Deadline 50 percent tuition refund
25	Wed.	Deadline to select grade or Pass/Fail option
27	Fri.	Competency Exams fee deadline
30-April 6	Mon.- Mon.	Spring/Easter Break (no classes)

## April

7	Tues.	Walk-in registration begins for Summer Sessions 2015 at the One Stop Student Center Class reservation begins for Fall 2015
8	Wed.	Deadline for removal of Incompletes from prior semester/ Intercession Last day to withdraw from classes with a "W"
10	Fri.	Final fee payment deadline for Summer Sessions 2015 online registration
11	Sat.	Competency Exam: Logic; Lower-Division and Upper-Division English
18	Sat.	Competency Exam: Mathematics

## May

5	Tues.	Honors Convocation
11	Mon.	Last day of classes
12-13	Tues.- Wed.	Study Days
14-20	Thurs.- Wed.	Final Examinations
22	Fri.	NROTC Commissioning Ceremony
24	Sun.	Undergraduate Commencement
28	Thurs.	Spring 2015 final grades due

## Summer Sessions 2015 (Optional)

### June, July, August

June 1	Mon.	First day of Summer Sessions
July 3	Fri.	Independence Day holiday (no classes, offices closed)
Aug. 21	Fri.	Last day of Summer Sessions

See the 2015 Summer Sessions Catalog for specific courses, dates and registration procedures.

## About the University of San Diego

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

USD is on the edge of changing the world.

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

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

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

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

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

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

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

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

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

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

The university embraces the ecumenical and interfaith teaching of the Second Vatican Council and is committed to creating a diverse and inclusive community

of students, faculty and staff of every faith tradition, as well as those who identify with no particular faith tradition.

## Mission and Core Values

### Vision Statement

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

### Mission Statement

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

### Core Values

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

### Academic Excellence

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

### Knowledge

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

### Community

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

### Ethical Conduct

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

### Compassionate Service

The university embraces the Catholic moral and social tradition by its commitment to serve with compassion, to foster peace and to work for justice.



The university regards peace as inseparable from justice and advances education, scholarship and service to fashion a more humane world.

## The Campus

The campus name, Alcalá Park, is a nod to Alcalá de Henares, a town near Madrid, Spain, founded by the Greeks. The Moslems renamed the town Al Kala, “the castle,” and it later became the site of San Ildefonso university. Like its namesake, USD is on a prominent hilltop where it attains landmark status in the city. The

USD campus is at the western end of Kearny Mesa and features commanding views of the Pacific Ocean, Mission Bay, San Diego Bay and the surrounding mountains. The campus is in America’s seventh largest urban area, ideally close to the business, research, cultural, residential and recreational centers of California’s birthplace its and second largest city.

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

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

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

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

Other key buildings include: the original nursing building and the Betty and Bob Beyster Institute for Nursing Research, Advanced Practice, and Simulation (home to the Hahn School of Nursing and Health Science); the Helen K. and James S. Copley Library; Loma Hall and the Belanich Engineering Center (home to the Shiley-Marcos School of Engineering); the Manchester Executive Conference Center; Olin Hall (home to the School of Business); the Ernest and Jean Hahn University Center; the Student Life Pavilion; the Joan B. Kroc Institute for Peace & Justice (home to the Kroc School of Peace Studies); the Donald P. Shiley Center for Science and Technology; the Degheri Alumni Center; and Mother Rosalie Hill Hall (home to the School of Leadership and Education Sciences). The Learning Commons, USD’s newest academic building, is expected to open in Fall 2020.

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

Here in Southern California, students find a truly fascinating variety of leisure-time activities, including visits to the city’s outstanding zoo, the museums, the old Spanish mission, the theatre, swimming, boating, surfing, tennis, golf and much more. Proximity to Mexico provides an excellent opportunity for gaining a firsthand insight into Mexican culture. The University of San Diego is constantly thinking about what lies ahead, just beyond the horizon — because from the horizon, USD’s vision has no limit.

## A Nonprofit Corporation

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

## Accreditation

### Official Recognition and Accreditation

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

The undergraduate and graduate programs of the School of Business are accredited by the AACSB International – The Association to Advance Collegiate Schools of Business, 777 South Harbour Island Blvd., Suite 750, Tampa, FL 33602-5730; (813) 769-6500.

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

The USD Department of Chemistry is on the list of colleges and universities approved by the American Chemical Society, 1155 Sixteenth St., N.W., Washington, D.C. 20036; (800) 333-9511.

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

The Marital and Family Therapy program in the School of Leadership and Education Sciences is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), 112 South Alfred St., Alexandria, VA 22314; (703) 253-0473.

The Professional Education Unit (PEU) in the School of Leadership and Education Sciences is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation includes Learning and Teaching, School Counseling, Special Education and School Leadership programs. NCATE is a subsidiary of the Council for Accreditation of Education Preparation (CAEP), 1140 19<sup>th</sup> St., NW, Suite 400, Washington, D.C. 20036; (202) 223-70077, and is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

The university is authorized by the California Commission on Teacher Credentialing (CTC), 1900 Capitol Ave., Sacramento, CA 95814; (<https://www.ctc.ca.gov/commission/reports/data>), to recommend candidates for the Multiple Subject and Single Subject teaching credentials, the Education Specialist Credential (Special Education), the 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), 2900 Crystal Drive, Suite 100, Arlington, VA 22202; (888) 232-7733).

The master's degree program in nursing and Doctor of Nursing Practice program at University of San Diego Hahn School of Nursing and Health Science is

accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001; 202-887-6791.

The School of Law is accredited by the American Bar Association, 1050 Connecticut Ave., NW, Suite 400, Washington, DC 20036; (202) 662-1000, 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 Research on Nonprofit Organizations and Voluntary Action  
 Association for the Advancement of Sustainability in Higher Education  
 Association of American Colleges and Universities  
 Association of American Law Schools  
 Association of Borderlands Studies  
 Association of Catholic Colleges and Universities (ACCU)  
 Association of College Administration Professionals (ACAP)  
 Association of College and University Housing Officers—International  
 Association of College Unions International  
 Association of Collegiate Conference and Events Directors  
 Association of Continuity Planners  
 Association of Corporate Counsel  
 Association of Governing Boards of Universities and Colleges  
 Association of Graduate Schools in Catholic Colleges and Universities  
 Association of Higher Education Facilities Officers  
 Association of Independent California Colleges and Universities (AICCU)  
 Association of International Education Administrators  
 Association of NROTC Colleges and Universities  
 Association of Rocky Mountain College and University Mail Services (ARMCUMS)

Association of Student Affairs at Catholic Colleges and Universities  
 Association of the U.S. Army  
 Balboa Art Conversion Center  
 Better Business Bureau  
 BIOCOM  
 California Association of College Stores  
 California Association of Colleges of Nursing  
 California Campus Compact  
 California College and University Police Chief's Association (CCUPCA)  
 California Council of Cultural Centers in Higher Education (CaCCCHE)  
 California Restaurant Association  
 California Teachers of English to Speakers of Other Languages (CATESOL)  
 Campus Computer Resellers Alliance  
 Campus Safety Health and Environmental Management (CSHEMA)  
 Catholic Campus Ministry Association (CCMA)  
 Center for Academic Integrity  
 Charter 100  
 College and University Professional Association (CUPA)  
 College Board (College Entrance Examination Board and Scholarship Service)  
 Collegiate Athletic Business Management Association  
 Collegiate Rowing Coaches Association  
 Collegium  
 Commission on Accreditation for Marriage and Family Therapy Education  
 Commission on Collegiate Nursing Education  
 CONNECT  
 Connect 2 One  
 Consejo Latinoamericana de Escuela de 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  
 NAFA: Association of International Educators  
 National Alliance of Business  
 National Association for Campus Activities (NACA)  
 National Association for Law Placement  
 National Association for President's Assistants in Higher Education  
 National Association of Athletic Development Directors  
 National Association of Basketball Coaches  
 National Association for Campus Activities (NACA)  
 National Association of Campus Card Users  
 National Association of College Admission Counselors  
 National Association of College and University Attorneys  
 National Association of College and University Business Officers (NACUBO)  
 National Association of College and University Food Service  
 National Association of College and University Mail Services  
 National Association of College Stores and Campus Computer Resellers Alliance  
 National Association of Colleges and Employers  
 National Association of Collegiate Concessionaires  
 National Association of Collegiate Directors of Athletics  
 National Association of Collegiate Marketing Administrators  
 National Association of Convenience Stores  
 National Association of Educational Procurement  
 National Association of Foreign Student Affairs (NAFSA)  
 National Association of Independent Colleges and Universities (NAICU)  
 National Association of Student Financial Aid Administrators  
 National Association of Student Personnel Administrators (NASPA)  
 National Association of Women in Higher Education  
 National Athletic Training Association  
 National Collegiate Athletic Association  
 National Collegiate Honors Council  
 National Communication Association  
 National Council for Accreditation of Teacher Education  
 National Council for Research on Women  
 National Fastpitch Coaches Association  
 National Fire Protection Association  
 National Intramural-Recreation Sports Association  
 National Letter of Intent Program  
 National Restaurant Association  
 National Soccer Coaches Association of America  
 National Strength and Conditioning Association  
 North American Association of Summer Sessions  
 Order of the Coif  
 Otay Mesa Chamber of Commerce  
 Pacific Association of Collegiate Registrars and Admissions Officers  
 Phi Beta Kappa Society  
 Pacific Coast Softball Conference  
 Phi Delta Kappa  
 Pioneer Football League  
 Professional and Organizational Development Network in Higher Education  
 Risk & Insurance Management Society  
 Rotary Club of San Diego  
 San Diego Business Journal  
 San Diego City Schools University & College Police Chiefs Association  
 San Diego Convention and Visitors Bureau  
 San Diego County Alcohol Policy Panel  
 San Diego Economic Development Corporation  
 San Diego Law Enforcement Training Managers Association (SDTMA)  
 San Diego Regional Chamber of Commerce  
 San Diego Regional Economic Development Corporation  
 San Diego World Affairs Council  
 Society for College and University Planning  
 Society for Collegiate Travel Management

Society of Human Resource Management  
 South California Higher Education Recruitment Consortium  
 Southern California Consortium on International Studies  
 Student & Youth Travel Association (SYTA)  
 Teachers of English to Speakers of Other Languages (TESOL)  
 The Trusteeship  
 Tuition Exchange  
 Unique Venues  
 United States Naval Institute  
 University Council for Educational Administration  
 University Risk Management and Insurance Association  
 Urban League  
 Used Book Association  
 West Coast Conference  
 Western Association of College and University Business Officers (NACUBO)  
 Western Association of College and University Housing Officers  
 Western Association of Graduate Schools  
 Western Association of Schools and Colleges  
 Western College Association and Western Association of Schools and Colleges (WASC)  
 Western Athletic Conference  
 Western Economic Association International  
 Western Institute of Nursing  
 Western Intercollegiate Rowing Association  
 Women's Basketball Coaches Association

## Policies

### *State of California Formal Complaint Procedure*

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at: 2535 Capitol Oaks Drive, Suite 400 Sacramento, CA 95833; <http://bppe.ca.gov> (<http://bppe.ca.gov>); (916) 431-6924; (Phone) (916) 263-1897 (FAX)

### *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.

### ***Harassment (Sexual Misconduct and Relationship Violence)***

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

In order to address its responsibilities under these laws, the university has implemented standards, reporting procedures, and response protocols that apply to incidents of sexual assault, domestic violence, dating violence, stalking, and sexual exploitation. For more information, please see the university's Sexual Misconduct and Relationship Violence Reporting and Response Standards and Protocols (<http://www.sandiego.edu/conduct/the-code/university-policies/sexual-assault-standards.php>).

## ***Complaint Procedure***

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

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

### ***Complaints Against Administrators or Staff:***

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

### ***Complaints Against Students:***

Vice President for Student Affairs



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

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

### *Complaints Against Faculty:*

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

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

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

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

Dean, Shiley-Marcos School of Engineering  
Loma Hall 336  
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 the Department of Public Safety, a dean, the vice president and provost, or the president.

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

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

## *Investigation and Corrective Action*

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

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

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

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

## *Retaliation Prohibited*

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

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

## *Right to Appeal*

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

If a vice president was the university's designated officer responsible for handling the complaint, the appeal must be made to the president or the president's designee. If someone other than a vice president was the university's designated officer responsible for handling the complaint, the appeal must be made to the vice president to whom that designated officer reports. The appeal may address

the decision of whether unlawful discrimination, harassment or retaliation occurred, and it also may address the corrective action imposed.

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

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

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

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

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

## Other Resources

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

## Acts of Intolerance

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

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

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

Some acts of intolerance rise to the level of a hate crime. Under California law, a hate crime means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim(s).

Hate crimes are not separate distinct crimes, but rather are traditional offenses

motivated by the offender's bias. Hate crimes may include crimes involving not only offenses against persons but also offenses involving damage to property, such as breaking windows of religious institutions, spray painting walls with offensive words and/or symbols, or defacing or burning property. It is a violation of both California law and university policy to commit a hate crime.

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

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

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

To make a report of a hate crime, contact:

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

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

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

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

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

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

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

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

Dean, School of Business  
Olin Hall 341  
Phone: (619) 260-4886

Dean, School of Leadership and Education Sciences



Mother Rosalie Hall 205  
Phone: (619) 260-4540

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

Dean, Hahn School of Nursing and Health Science  
Hahn School of Nursing  
Phone: (619) 260-4550

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

Dean, Shiley-Marcos School of Engineering  
Loma Hall 336  
Phone: (619) 260-4627

**Note:** Complaints that fall within the scope of the Policy Prohibiting Discrimination and Harassment (<http://www.sandiego.edu/legal/policies/community/institutional/Policy%202.2.2.pdf>) also may be reported in the manner described by that policy.

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

Counseling Center  
Serra Hall 300  
Phone (619) 260-4655

Counselors are also available after hours by calling 619-260-2222.

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

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

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

The university will take appropriate corrective or other responsive action, consistent with current policies and procedures, based upon the findings of the investigation. The employee or student who made the complaint will be advised of the results of the investigation, unless doing so is prohibited by FERPA or other applicable law. Similarly, an employee or student who is accused of engaging in the conduct that resulted in the report will be advised of the results of the investigation.

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

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

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

To learn more about how to get involved in promoting awareness and openness, and USD's efforts to educate our community, please visit [www.sandiego.edu/unitedfront/](http://www.sandiego.edu/unitedfront/) (<http://www.sandiego.edu/unitedfront/>)

## *Responsibility of Students*

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

## *Student Conduct*

Students attending USD are accountable to the Student Code of Rights and Responsibilities, which is published online at [www.sandiego.edu/conduct](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.

## *Smoking and Tobacco-Free Policy*

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

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

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

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

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

For the purpose of this policy:

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

The only exceptions to the policy include:

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

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

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

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

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

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

## Honor Societies

### *Phi Beta Kappa*

Phi Beta Kappa is the oldest and most prestigious academic honor society in the United States. Phi Beta Kappa was established in 1776 and has evolved to become the nation's leading advocate for the liberal arts and sciences at the undergraduate level. The society's distinctive emblem, the golden key, is widely recognized as a symbol of academic achievement. USD received its Phi Beta Kappa charter in 2003. To be eligible for membership, students must be majoring in an area of the

liberal arts or sciences, hold senior standing, and have attained a GPA that places them in the top 10 percent of their class. Additional criteria for selection include intellectual integrity, tolerance, and a broad range of intellectual interests. Each spring a campus committee composed of Phi Beta Kappa faculty invites a select group of students to become members in the Society. Students who accept the invitation are then initiated into the Phi Beta Kappa Society in a formal ceremony.

### *Kappa Gamma Pi*

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

### *Mortar Board*

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

## University-Wide Centers

### *Academic Centers and Institutes*

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

#### *School of Business*

For centers and institutes within the School of Business, see here (p. 653).

#### *School of Leadership and Education Sciences*

For centers and institutes within the School of Leadership and Education Sciences, see here (p. 696).

#### *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*

#### *Ahlers Center for International Business*

Go to (p. 653) to (p. 653) for full details.

#### *Global Center*

Go to (<http://www.sandiego.edu/soles/global-center/>) for full details.

### *Institute on International and Comparative Law*

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

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

### *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) (<http://www.sandiego.edu/oiss/>)

## International Student Applicants

See here (<https://www.sandiego.edu/admissions/undergraduate/international-applicants/>).

## International Study Resources

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

## English Language Academy

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

The ELA courses for undergraduate or graduate students include language skills for academic and professional purposes. The program currently offers five levels of academic and TOEFL preparation courses. It is a year-round program with small class sizes and a cultural component. Students will be tested and placed in courses appropriate to their skill level, needs and goals. For more information, contact the English Language Academy at (619) 260-8887.

## The Humanities Center

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

## United Front Multicultural 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/).

The university's three university-wide centers are described below. In addition, the university has academic centers and institutes that are offered within the College and schools that bring faculty and students together to pursue research, service, and outreach on scholarly and social topics. The academic centers and institutes can be viewed at Centers and Institutes (<http://www.sandiego.edu/academics/centers-and-institutes.php>).

## Center for Ethics, Economics and Public Policy

The mission of the Center for Ethics, Economics and Public Policy is to shed light on social and political issues by bringing together rigorous teaching and scholarship from the disciplines of economics, moral philosophy, and political science. In support of this mission, the center sponsors a biannual debate series

featuring nationally-renowned scholars engaging in conversation on matters of public importance. The aim of these debates is not only to help produce a better-informed community, but to model civil and respectful dialogue in an age of increasing political polarization. In addition to its debate series, the center also sponsors various lectures, panel discussions, reading groups, and conferences open to students, faculty, and the broader San Diego community. For more information, please visit the center's webpage (<http://sandiego.edu/ccepp/>). For videos of past events, please view our YouTube page ([https://www.youtube.com/channel/UCW67a436EQyCB4\\_k7XGMOJg/](https://www.youtube.com/channel/UCW67a436EQyCB4_k7XGMOJg/)).

## Center for Inclusion and Diversity

The Center for Inclusion and Diversity (CID) at the University of San Diego serves the campus by coordinating, advocating, and assessing diversity and inclusion efforts across the institution. As a community of inquiry, the CID cultivates questions of difference and mutuality across curricular and co-curricular contexts. The University of San Diego holds deep commitment to developing and sustaining a diverse campus community in the broadest sense, including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin, and physical ability. The center is located in the University Center, Room 225 or go to Center for Inclusion and Diversity (<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 253, or (619) 260-4784.

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

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

### *The Role of the Center*

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

- *Develop* thought-provoking programs that will engage the university and local community in critical dialogue with the Catholic intellectual and cultural traditions
- *Promote* Catholic Social Teaching and its integration into the academic and institutional life of the university community
- *Organize* conferences, liturgical and cultural events and exhibits that showcase the Catholic Church's rich heritage and its contributions to the arts, letters and sciences and to all which ennoble humans to pursue what is right and just
- *Provide* faculty with opportunities and support for development and to create quality courses that expose students to the Catholic intellectual and cultural traditions



- *Showcase and Facilitate* the many exciting and important areas of USD life that embody the foundational ethos, vision and ongoing mission of the University through collaborative and bridge-building ventures across campus and beyond
- *Contribute* to key discussions pertaining to the Christian cultural, ecclesial, intellectual and social life at local, national and international level through research initiatives, projects and the ongoing core activities of the Center

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

## Campus Life

### Get Involved

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

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

Many students say it can help you:

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

Explore the possibilities provided by our dynamic campus environment!

## Campus Recreation and Sports

Campus Recreation offers members of the university community many opportunities to use their leisure time constructively to complement USD's academic experience. Students are encouraged to use the facilities of the Sports Center at the east end of campus. Facilities include a heated swimming pool, a six-basket gym, two indoor volleyball courts, four tennis courts and exercise rooms. Other on-campus facilities include the Jenny Craig Pavilion McNamara Fitness Center, Mission Café and Fitness Center, Manchester multi-use field and the Valley soccer/multi-use field by the Mission Crossroads. In addition, sailing, water-skiing and surfing facilities and equipment at the Mission Bay Aquatic Center are available on a fee basis for use by the USD community. Students may also participate in the many recreation classes (as for-credit or non-credit) offered by the Campus Recreation department. Some of the classes include: golf, scuba, martial arts, yoga, dance, tennis, swimming, fitness and many additional leisure activity courses. In addition, students are encouraged to sign up as free agents or organize teams to participate in the more than 20 intramural leagues. Other leisure programs available throughout the year include a master's swim training program, injury rehabilitation, specialized weekend fitness classes and Group Ex Fitness. For more information, please visit Campus Recreation (<http://www.sandiego.edu/campusrecreation/>).

## Special Events

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

## Intramural Sports

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

## Sports Clubs

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

## University Fitness

University Fitness (USD FIT) is a branch of Campus Recreation and is dedicated to developing the minds, bodies and souls of the campus community. Services are centered in the Bradford Lee Bosley 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 Mission Fitness Center (<http://www.sandiego.edu/mfc/>). USD community members may also enjoy informal use of the JCP McNamara Fitness Center and the Sports Center.

## Outdoor Adventures

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

## Athletics

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

## Athletic Eligibility

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

## Manchester Family Child Development Center

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

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

The center operates from 7:15 a.m.-5:45 p.m., Monday-Friday, 48 weeks per year. Volunteers are welcome and encouraged to inquire. For additional information, including current tuition rates, please contact the center at (619) 260-4620 or visit MFCDC (<http://www.sandiego.edu/soles/mfcdc/>).

## Dining Services

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

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

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

For additional information on campus dining and meal plans, please visit Dining Services (<http://www.sandiego.edu/dining/>).

## Mail Center

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

Service window hours at the Maher Annex are 8 a.m.-5 p.m., Monday-Friday. Stamps may be purchased as well as postage for domestic parcels. UPS and Federal Express services are also available. For more information: (619) 260-2204 or visit Mail Center (<http://www.sandiego.edu/mailcenter/>).

## One Stop Student Center

The One Stop Student Center provides specially trained counselors to help students with all questions related to financial aid, billing and payment, and registration.

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

To see a One Stop counselor:

- Text univsandiego to (619) 356-2275 or;
- Go to One Stop (<http://www.sandiego.edu/onestop/>)

The One Stop Student Center is located in the University Center, Room 126. For more information, call (619) 260-2700 or email ([onestop@sandiego.edu](mailto:onestop@sandiego.edu)).

## Parking Services and Transportation

### Parking Services

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

Parking Services is located in the Hahn University Center, Room 102, and can be reached by phone at (619) 260-4518 or by emailing [parking@sandiego.edu](mailto:parking@sandiego.edu).

### Tram Service

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

## Public Safety

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



x2222 from any on-campus phone or (619) 260-2222 from an off-campus phone. Non-emergency situations can be reported at x7777.

Public Safety complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act through the Daily Crime and Fire Log available on the Public Safety (<http://www.sandiego.edu/safety/>) website.

## Residential Life

The purpose of the Department of Residential Life is to enhance and support the mission of the university and facilitate student learning. Resident students can expect to find supportive faculty, students, and staff, in addition to a variety of resources and programs, all focused on the university's core values. Residence halls are not only a place to sleep and study, but they also provide an environment in which students are able to experience personal growth and development with a strong sense of community.

Resident living accommodations house approximately 2,600 undergraduate students. First-year students live in themed living learning communities, while second-year students live in apartment-style housing communities. Juniors and seniors are also able to choose to live in on-campus apartments, as space allows. Rooms are available in traditional dormitory style, suite-style living areas and apartment units. Residence hall and University Ministry staff are present in each living area to serve as a resource for students.

All unmarried students with credits defining them as either a first-year or second-year student who are under 20 years of age at the initial start date of their first agreement period of occupancy at the University and who do not commute from the permanent (i.e. primary and not a secondary) San Diego County home of their parent(s) or court appointed legal guardian are required to live in University housing. A Resident who becomes 20 years of age following the Resident's initial matriculation at the University will still be subject to and required to fulfill the two-year residency requirement.

Residence halls will be open for occupancy a few days prior to the first day of classes each semester. Exact dates are stated in the terms and conditions of the Housing and Dining Services Agreement. Each room must be vacated 24 hours after the student's last final examination, or by noon on the day following the last day of final examinations, whichever comes first. The residence halls are closed during Christmas, intersession and spring break. The academic year housing contract does not include housing during these vacation periods, except for residents of Manchester Village, San Antonio de Padua, Presidio and University Terrace Apartments, although students may leave personal belongings in their rooms. Students have the option of contracting for housing during Intersession or spring break at published rates. Summer housing is also available in Manchester Village, San Antonio de Padua, Presidio and University Terrace Apartments, which requires an additional cost and application. Specific terms and conditions regarding student housing are included in the Housing and Dining Services Agreement that is provided to all resident students.

For more information, please visit Residential Life (<http://www.sandiego.edu/residentiallife/>).

## Student Government and Organizations

### *Student Leadership and Involvement*

For those interested in getting involved, making meaningful connections, and learning about leadership, the Student Leadership, Involvement and Changemaking area (SLIC) is the place for you. Located on the 3rd floor of the Student Life Pavilion, SLIC is home to the areas of student activities, leadership development, student organizations, Welcome Week, Fraternity and Sorority

Life and the Changemaker Hub. Through the SLIC, students can get connected to over 150 Student Organizations, Associated Students, Torero Program Board and Fraternity and Sorority Life. The SLIC also provides resources for event planning and leadership trainings on how to better lead a group and affect change. The Creative Zone and our Involvement Consultants can help with marketing, team building, event planning support and involvement opportunities. Finally, all faculty/staff/administrator advisors use the SLIC's Advisor Resources to help enhance and enrich the student leader experience.

### *Student Government*

All undergraduate students belong to the Associated Students of USD, a self-governing student group. Officers of the Associated Students (AS) and members of its governing board are elected or appointed by the students. The AS Leadership Team serves the University of San Diego undergraduates as official representatives, who promote opportunities for growth and expression, address student issues, and enrich a diverse, inclusive, and engaged community. The Leadership Team is comprised of a president, vice president, speaker, directors and coordinators. The Student Senate is composed of a Speaker, Parliamentarian, Speaker Pro-Tem and Senators (Academic, Residential and Commuter). Associated Students receives funding from the Student Activity Fee and financially supports campus programming and campus services, facilitates communication between student organizations and serves as the official student voice to administration.

### *Torero Program Board*

The Torero Program Board (TPB) is charged with coordinating all of the events and programs sponsored by the AS. They coordinate a variety of programs including concerts, class programming, off-campus events, school spirit, special events, multicultural and after-dark. The Torero Program Board is lead by the TPB Chair.

### *Student Organizations*

The following is a list of registered undergraduate student organizations as of Spring 2017. New organizations are always being formed. For more information about a specific organization or to express interest in joining, contact the SLIC Involvement Consultants (<http://www.sandiego.edu/student-leadership/involvement-consultants/>) at [usdinvolve@gmail.com](mailto:usdinvolve@gmail.com); (619) 260-4802. Complete descriptions of the student organizations are available on Torero Orgs (<https://sandiego.collegiatelink.net/>).

### *Academic/Professional Organizations*

Accounting Society  
African Student Union  
Alcala Club  
Alpha Chi Omega  
Alpha Delta Pi  
Alpha Kappa Psi  
Alpha Pi Sigma  
Alpha Psi Omega  
American Indian and Indigenous Student Organization  
American Marketing Association  
American Medical Students Association  
American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE)  
American Society of Mechanical Engineers  
Anthropology Club  
Asian Student Association  
Associated Students  
Association for Computing Machinery  
Basement Society

Be Blue Go Green	Mathigami
Beta Alpha Psi	Men's Club Soccer
Beta Theta Pi	Men's Club Volleyball
Black Student Union	Men's Club Water Polo
Campus Connection	Men's Lacrosse
Chinese Cultural and Language Association	Men's Rugby
Chinese Students and Scholars Association	Model United Nations
Climbing Club	Mortar Board (Alcala Chp of Mortar Brd Nat Coll Sr Honor Society)
Club Ice Hockey	Movimiento Estudiantil Chicano de Aztlan
Club Surf Team	Mu Phi Epsilon
Club Tennis	National Society of Black Engineers
Club Waterski	National Society of Collegiate Scholars
Coaching Corps USD	Navigators of Academics, Culture and Opportunity (NACO)
Colleges Against Cancer	Net Impact
Cool Kids Club	Nonprofit Leadership Student Association
Delta Sigma Pi	Order of Omega
Delta Tau Delta	Outdoor Adventures
Dental Club	Panhellenic Council
Don't Be Board	People of the Islands
Economics Council	Phi Alpha Delta Law Fraternity International
Entrepreneurship Club	Phi Alpha Theta
Equestrian Team	Phi Delta Epsilon
Eta Kappa Nu	Phi Gamma Delta
Everthinkers: The Philosophy Club	Phi Kappa Theta
Fair Trade Club	Pi Sigma Alpha
Fashion Club	Photography Club
Filipino Ugnayan Student Organization	Pi Beta Phi
Folklorico and Mariachi Association	Pi Kappa Phi
French Club	Pi Phi
Funky Bot (USD Improv Club)	Pi Tau Sigma
Gamma Phi Beta	Polyglot Club
Global Engineering Brigades	Pre-Nursing Society
Habitat for Humanity USD Chapter	Pre-Optometry Club
HERO Club	Pre-Pharmacy Club
History Club	Pre-Vet Club
Honors Student Board	PRIDE
Humanitarian Society	Psychology Club
Institute of Electrical and Electronic Engineers	Psychology Journal Club
Institute of Industrial and Systems Engineers	Real Estate Society
Interfraternity Council	Red Cross Club
International Buddy Program	Rotaract Club
International Business Club	Sales Club
International Student Organization	Saudi Students Association
Intervarsity Christian Fellowship	Sigma Alpha Phi, The National Society of Leadership and Success
iSit: Mindfulness and Meditation Club	Sigma Phi Epsilon
Italian Culture and Language Organization	Sigma Pi
Japan Club	Sigma Tau Delta
Jewish Student Union	Sigma Theta Psi
Kappa Alpha Theta	SLIC
Kappa Delta Sorority	Social Dance Club
Kappa Kappa Gamma	Society for Collegiate Leadership and Achievement
Korean Student Association	Society of Automotive Engineers
Lambda Chi Alpha	Society of Physics Students
Lambda Pi Eta	Society of Professional Hispanic Engineers (SHPE)
Law and Business Mediation Club	Society of Women Engineers
Leadership Student Group	Sociology Honors Society
Less Than Three	Soup Kitchen Club
Let's Share the Love	South Asian Student Alliance
Linda Vista Dollars for Scholars	Spanish Club
Make-A-Wish Club	Speech Pathology Club
Marine Science Club	Spoon University
Math Club	STEM Outreach Club

Student Alumni Association  
 Student Finance Association  
 Student International Business Council  
 Student Outreach and Recruitment  
 Student Vegans United  
 Student Veteran Organization  
 Students of Color in STEM/M  
 Students for Life  
 Students Making Initiatives to Love Everyone  
 Supply Chain Management Association  
 Tau Beta Pi  
 TEDxUniversityofSanDiego  
 The Alcala Review  
 Theta Tau  
 The Expansion Club  
 The Investment Club  
 Torero Dance Marathon  
 Torero Gaming  
 Torero Program Board  
 Ultimate Frisbee  
 United Front Multicultural Center  
 University Ministry  
 USD 3D Printing Club  
 USD Angling Society  
 USD Bikes  
 USD Biology Club  
 USD Border Angels  
 USD Chemistry and Biochemistry Club  
 USD Club Baseball  
 USD Club Cross Country  
 USD Club Swim  
 USD College Republicans  
 USD Colony of Theta Tau  
 USD Dance Company  
 USD Democrats  
 USD Global Medical Brigades  
 USD Golf Club  
 USD Health Occupations Students of America  
 USD HOST Homeless Outreach Student Transition Program  
 USD Jiu-Jitsu and Contact Sports  
 USD Pataka  
 USD Pep Band  
 USD Pre-Physical/Occupational Therapy Club  
 USD Pre-Physician Assistant Club  
 USD Radio  
 USD Vista  
 USDtv  
 Vigor Gardening Club  
 Women's Center  
 Women's Club Soccer  
 Women's Club Volleyball  
 Women's Lacrosse  
 YALLA Sunday Soccer  
 Yoga Club

## Fraternity and Sorority Life

### Interfraternity Council

Beta Theta Pi  
 Delta Tau Delta  
 Lambda Chi Alpha  
 Phi Beta Sigma Fraternity, Inc.  
 Phi Gamma Delta  
 Phi Kappa Theta  
 Pi Kappa Phi  
 Sigma Phi Epsilon  
 Sigma Pi  
 Panhellenic Council  
 Alpha Chi Omega  
 Alpha Delta Pi  
 Alpha Pi Sigma  
 Gamma Phi Beta  
 Kappa Alpha Theta  
 Kappa Delta  
 Kappa Kappa Gamma  
 Pi Beta Phi  
 Sigma Theta Psi

### Recreational and Sports Clubs

Baseball  
 Basketball  
 Brazilian Jiu-Jitsu and Combat Sports  
 Climbing  
 Cross Country  
 Dance Company  
 Equestrian  
 Golf  
 Ice Hockey  
 Lacrosse-Men  
 Lacrosse-Women  
 Rugby-Men  
 Running Club  
 Ski Club  
 Soccer-Men  
 Soccer-Women  
 Surf  
 Swim  
 Tennis  
 Ultimate Frisbee  
 Volleyball-Men  
 Volleyball-Women  
 Water Polo-Men  
 Water Polo-Women  
 Waterski

## Religious Affiliated Organizations

Intersivity Christian Fellowship  
 Jewish Student Union  
 Operation Christmas Child at USD  
 Students for Life

## Special Interest Organizations

Active Minds at University of San Diego  
 Associated Students  
 ASTRA  
 Basement Society  
 Be Blue Go Green

Campus Connections  
 CASA (ToreroOrgs)  
 Chi Gamma Sigma  
 Colleges Against Cancer  
 Funky Bot  
 Global Engineering Brigades  
 Habitat for Humanity USD Chapter  
 HERO Club  
 Less Than 3 Dance Crew  
 Linda Vista Dollars for Scholars  
 Marine Science Club  
 Pep Band  
 Photography Club  
 Spanish Club  
 Spoon University  
 Student Vegans United  
 Student Veteran Organization  
 Students for a Democratic Society  
 The Alcalá Review  
 The Investment Club  
 The Stargazing Club  
 Torero Dance Marathon  
 Torero Gaming  
 USD Bikes  
 USD College Democrats  
 USD College Republicans  
 USD Global Medical Brigades  
 USD Pre-Physical/Occupational Therapy Club  
 USD Social Dance Club  
 USD Student Media

## Changemaker

Active Shooter Awareness Club  
 Founders Club  
 Gather for Girls  
 iSit: Mindfulness and Meditation Club  
 Knitting Club  
 Rotaract Club of the University of San Diego  
 Students Making Initiatives to Love Everyone  
 TEDxUniversityofSanDiego  
 The Expansion Club  
 University of San Diego HOST Homeless Outreach Student Transition Program

# Student Wellness

If you or someone you care about is in need of assistance, or could benefit from our services, please visit Student 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

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

Individual consultations and assessments leading to personalized recommendations and support are available on a variety of wellness matters (e.g. problematic drinking, smoking cessation, nutrition). Group services provide opportunities for students to obtain important wellness information, seek support from peers and enhance one's ability to make healthy choices. CHWP also provides 12-step support services for students seeking to address substance dependence. A variety of student leadership opportunities are available through CHWP. Peer education groups serve the USD community by sponsoring education and outreach activities to promote healthy choices. Peer education efforts are focused on raising awareness of wellness issues affecting today's college student. Peer outreach programs address sexual assault and the risks associated with problematic drinking, substance abuse and other related health behaviors and concerns.

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

CHWP sponsors College Cab, a safe ride program that is funded through USD Associated Students. This program provides a safe ride to students who find themselves in any situation that places them at risk (e.g. being stranded for any reason, car trouble, wanting to leave an uncomfortable situation). For further details and regulations please visit the CHWP website.

**CHWP Hours and Staffing:** To schedule an individual appointment, workshop or training and/or for additional information about our programs and services, please call (619) 260-4618, stop by UC 161, or visit 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 also available. Students on academic probation are particularly encouraged to use these services.

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

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

## Disability and Learning Differences Resource Center

The Disability and Learning Differences Resource Center (DLDRC) provides specialized resources and services to enrolled students with documented disabilities and/or learning differences. These services include academic accommodations, disability management counseling and coordinating with other departments (e.g. housing, parking, public safety) to provide assistance.

To receive support from DLDRC, students must first contact our office and submit valid documentation. For each type of disability, there are specific requirements that must be met for documentation to be considered valid. These requirements are described at Disability Services (<http://www.sandiego.edu/disability/>).

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

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

If you are a student who would like to be considered for academic accommodations, please follow the instructions under Requesting Services (<http://www.sandiego.edu/disability/services/>).

## Student Health Insurance Plan

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

When students access their Student Bill for the Fall semester they will notice a charge for the USD sponsored Student Health Insurance Plan on their Student Account. Students will have the option of accepting coverage or waiving the charge if they are already have health insurance. To waive coverage students just

have to answer a few simple questions online regarding their current insurance to remove this charge.

For more information about the USD sponsored Student Health Insurance Plan and how to waive or accept, visit Student Health Insurance Plan (<http://www.sandiego.edu/healthinsurance/>).

## Student Health Center

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

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

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

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

## 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, 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 at Campus Cash (<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-Friday. For more information call (619) 260-5999, email [campuscard@sandiego.edu](mailto:campuscard@sandiego.edu) or visit C (<http://www.sandiego.edu/campus-card/>) or Campus Card (<http://www.sandiego.edu/campuscard/>).

## Torero Store

The Torero Store stocks all required textbooks (new, used, rental and e-books) and school supplies – order online or in store. In addition, you will find a selection of office supplies, USD clothing and Toreros merchandise and gift items.

The campus store also carries computers, tablets, software, tech supplies and accessories. Services such as custom t-shirt printing and special orders are also available. All major credit cards are accepted and you may charge all required course materials to your student account.

The Torero Store is located in the Hahn University Center. For more information, please (619) 260-4551 or visit USD Torero Store (<http://www.usdtorerores.com>).

## 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.

### University Center

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

#### 1st Floor:

- Auxiliary Services
- Black Student Resource Center,
- Campus Card Services
- Center for Health and Wellness Promotions
- Center for Student Success
- Commuter Lounge
- ITS Help Desk
- Office of Ethical Development and Restorative Practices
- One Stop Student Center
- Outdoor Adventures
- Parking Services

- Student Computer and Printing Station
- US Bank branch

#### 2nd Floor:

- Frank's Lounge and Blue Spoon
- La Gran Terraza restaurant
- Office of Student Affairs
- O'Toole's Lounge; and the Forum Ballrooms.
- Student Support Services
- Torero Store
- Military and Veterans Program
- University Centers Scheduling and Operations
- University Ministry

#### Student Life Pavilion

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

- **1st Floor:** Pavilion Dining with 11 unique dining options.
- **2nd Floor:** Tu Mercado grocery store; L'atelier deli; and Nike shop.
- **3rd Floor:** Creative Zone; Student Leadership, Involvement, and Changemaking that brings together Associated Students, Student Organizations and Fraternity and Sorority Life; Mulvaney Center for Community, Awareness and Social Action; and Changemaker Hub.
- **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 with Mother's Room; and a Single-Use restroom.

## United Front Multicultural Center

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

The United Front Multicultural Center supports USD's 18 multicultural student organizations. The center's work focuses on social justice, identity development and student leadership.

## University Copy

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



All of our current copier papers are recycled and/or SFI-Certified. University Copy hours are 8 a.m.-5 p.m., Monday-Friday. For more information, call (619) 260-4890 or visit University Copy (<http://www.sandiego.edu/copy/>).

## University Ministry

### *A Place to Belong, Believe and Become*

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

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

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

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

In particular, we invite you to join us for one of the 7 p.m. or 9 p.m. Sunday evening Eucharistic liturgies in Founders Chapel. During these vibrant celebrations of our faith the campus community is renewed and refreshed for the on-going work of finding God in the midst of our study, work and play.

For more information about our center, please visit us in the Hahn University Center, Room 238. For more information, call (619) 260-4735 or visit University Ministry (<http://www.sandiego.edu/um/>).

## The Writing Center

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

The Writing Center is located in Founders Hall, Room 190B. Students may make an appointment or call (619) 260-4581. For the current schedule and additional information visit The Writing Center (<http://www.sandiego.edu/cas/writing/writing-center/>).

## Academic Programs

The University of San Diego offers 42 undergraduate degrees, several with areas of specialization, 50 minors, which can be taken in conjunction with various majors, graduate degrees with many areas of specialization, several certificate programs, and teacher credential programs recognized by the California Commission on Teacher Credentialing.

A USD education combines the vibrancy of the liberal arts with academic rigor in a supportive learning community. Our professors are distinguished scholars and devoted teachers.

Our students are challenged to question and expand their knowledge in the classroom and to extend their learning through research, community engagement and global education in an environment of interdisciplinary collaboration.

## Bachelor's Degree

The University of San Diego is committed to a program designed to acquaint every student with the intellectual, cultural and moral life of our civilization, while providing at the same time the opportunity to add to this knowledge special career-centered competencies. Normally, the student is in residence through eight semesters, during which they are enrolled in approximately 42 courses, carrying minimum credit of 124 units.

Students who wish to earn a second bachelor's degree (as opposed to one degree with two majors) are required to complete a minimum of 30 units beyond the first USD degree (thus, at least 154 units are needed), to be seeking a different degree (for example, a BBA for a student who has already earned a BA degree).

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

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

## Undergraduate Majors

### *College of Arts and Sciences*

BA in Anthropology  
 BA in Architecture  
 BA in Art History  
 BA in Behavioral Neuroscience  
 BA in Biochemistry  
 BA in Biology  
 BA in Biophysics  
 BA in Chemistry  
 BA in Communication Studies  
 BA in English  
 BA in Environmental and Ocean Sciences  
 BA in Ethnic Studies  
 BA in French and Francophone Studies  
 BA in History  
 BA in Interdisciplinary Humanities  
 BA in International Relations  
 BA in Italian Studies  
 BA in Liberal Studies  
 BA in Mathematics  
 BA in Music  
 BA in Philosophy  
 BA in Physics  
 BA in Political Science  
 BA in Psychology  
 BA in Sociology  
 BA in Spanish  
 BA in Theatre  
 BA in Theology and Religious Studies  
 BA in Visual Arts

## *School of Business*

BA in Economics  
BAcc in Accountancy  
BBA in Business Administration  
BBA in Business Economics  
BBA in Finance  
BBA in International Business  
BBA in Marketing  
BBA in Real Estate  
BBA in Supply Chain Management

## *Shiley-Marcos School of Engineering*

BA in Computer Science  
BS in Computer Science  
BS/BA in Electrical Engineering  
BS/BA in Engineering  
BS/BA in Industrial and Systems Engineering  
BS/BA in Mechanical Engineering

## *Undergraduate Minors*

### *College of Arts and Sciences*

Anthropology  
Architecture  
Art History  
Asian Studies  
Biology  
Biomedical Ethics  
Changemaking  
Chemistry  
Chinese  
Classical Studies  
Communication Studies  
English  
Environmental and Ocean Sciences  
Environmental Studies and Policy  
Ethnic Studies  
Film Studies  
French and Francophone Studies  
German  
History  
International Relations  
Italian Studies  
Latin American Studies  
Mathematics  
Medieval and Renaissance Studies  
Music  
Performing Arts Entrepreneurship  
Philosophy  
Philosophy, Politics and Economics  
Physics  
Political Science  
Psychology  
Sociology  
Spanish  
Theatre  
Theology and Religious Studies  
Visual Arts  
Women's and Gender Studies

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

Peacebuilding and Social Innovation

## *School of Business*

Accountancy  
Business Administration  
Economics  
Entrepreneurship  
Finance  
Information Technology Management  
International Business  
Law and Ethics  
Management  
Marketing  
Real Estate  
Supply Chain Management

## *School of Leadership and Education Sciences*

Army ROTC  
Education  
Leadership Studies  
Nonprofit Social Enterprise and Philanthropy

## *Shiley-Marcos School of Engineering*

Computer Science

# **Requirements for Major and Minor**

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

## *Core Curriculum*

Approximately 25 to 35 percent of the courses needed for the bachelor's degree are in the area of the core curriculum (CC). These are in academic areas considered by the faculty to be indispensable to a liberal education, and therefore not to be left wholly to student election. The student must demonstrate competency in fundamental academic skills and must fulfill distribution requirements in the major areas of knowledge.

## *Majors*

20 to 30 percent of the courses a student takes are designed to fulfill the major concentration requirements. The faculties of the various departments have prescribed these courses to insure that each student will do intensive work in one special area (the "major") so as to gain a useful command of its facts, interpretations, insights, and methods. Such concentration requirements are usually met in the junior and senior years, although certain preparatory courses are commonly taken earlier.

Students exceptionally well qualified may fulfill the requirements of a double major. Students are permitted the counting of upper-division courses to more than one major. Departments retain the option of restricting students from double-counting departmental courses to separate majors offered by that department. Double counting of courses toward two majors is not permitted for interdisciplinary majors (e.g., Behavioral Neuroscience, Biophysics, Environmental and Ocean Sciences - Environmental Studies pathway, Interdisciplinary Humanities, International Relations and Liberal Studies).

The College of Arts and Sciences requires that a minimum of 50 percent of upper division work in a major must be taken at USD. Engineering programs require that a minimum of 24 units of upper division engineering classes be taken at USD.

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

Undergraduate students who are readmitted to USD must complete the degree requirements in place at the time of their readmission. However, students originally admitted prior to fall 2017 and readmitted fall 2017 or later who have substantially completed the core requirements in the undergraduate course catalog under which they were declared prior to the break in attendance, may petition their dean's office to allow them to complete the degree requirements in the catalog under which they were previously declared.

## Minors

The student may specialize to a lesser extent in another area (the "minor") ordinarily related to the area of primary interest. The minor is optional, although most departments urge their students to earn credit in such a concentration. Courses in the minor may not be counted toward the major, but may be used to satisfy preparation for the major and core curriculum requirements.

## Electives

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

## Faculty Advisor Program and LLC Program

This program initially involves faculty advisors for incoming First-year students in a small class called the Living Learning Community (LLC) class. The LLC class provides an opportunity for first-year students to meet with their faculty advisor frequently to exchange thoughts on the student's intellectual and academic progress.

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

Transfer students often arrive at USD with intentions to major in a given area, and are therefore assigned advisors in that major. For transfer students who have not decided upon a major, advising will be done for a period of time by the academic deans in the College of Arts and Sciences. Prior to their first semester, they meet with a dean to initiate the advising process and to register for their classes. All incoming transfer students participate in the Transfer Learning Community (TLC) program, where they take a core curriculum or major specific class that also satisfies the first-year integration core requirement. While the instructor for the course is not the student's academic advisor, they do serve as a resource to help students in their transition to the University. All students need to declare their major either online or on a Declaration of Major form, which is available through the Registrar's Office website.

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

## General Requirements for Bachelor's Degree

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

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

## Applicability of New Academic Requirements

### Lower-Division Requirements

Changes in lower-division requirements, including prerequisites for a major, are not applicable to students already enrolled at USD.

### Upper-Division Requirements

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

1. applicable to freshmen, and to sophomores who have not yet enrolled in upper-division courses in their major, provided that the new academic requirements do not affect prerequisites for the major;
2. not applicable to juniors and seniors.

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

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

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

## Posthumous Degree Policy

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

Requirements for Nomination:

1. A student must have been in good standing with the University of San Diego at the time of death. Good standing is defined as not having any of the following statuses: academic probation, academic disqualification, disciplinary suspension, or expulsion.
2. The student must have been a current student at the time of death:
  1. a. enrolled in the current required term of a degree program if the program is in session; or
  2. b. enrolled in the most recent required term of a degree program if the program is not in session; or
  3. c. on an approved leave of absence.
3. Typically, a student should have completed at least 75% of degree requirements.
4. Eligible students who do not meet this requirement (specified in 3.) are eligible for honorary membership in their projected graduating class.
5. The department chair or program director and the dean of the School or College in which the student was enrolled must recommend the awarding of a posthumous degree/honorary class membership.

#### **Nomination/Approval Process:**

1. Any USD student, faculty or staff member, or family member can suggest a candidate be considered for a posthumous degree/honorary class membership. This request must be made in writing to the Vice President and Provost for Academic Affairs (Provost). The Provost will notify the Dean of Students of any requests received.
2. The Provost (or his/her designee) will take appropriate steps to verify whether the student meets the eligibility requirements described above to be considered for a posthumous degree/honorary class membership. The Provost will notify the department chair/program director and the dean of the School or College in which the student was enrolled, and the Dean of Students, of the student's nomination for the posthumous degree/honorary class membership.
3. The department chair or program director and dean of the School or College in which the student was enrolled makes the formal recommendation of the candidate for a posthumous degree/honorary class membership in the form of a written request to the Provost. The request must include the name of the student, the degree/program/honorary class membership to be awarded, and the recommended semester for degree/honorary class membership conferral.
4. If approved by the Provost:
  1. a. The Provost will notify appropriate university personnel (e.g., the Registrar, commencement coordinator, and the Dean of Students).
  2. b. The Dean of Students will inform the immediate family of the university's decision and desire to recognize the student (this process will be kept confidential until and unless approved at all levels). If the family desires to represent the student and receive the diploma at a commencement ceremony, this must be relayed to the commencement coordinator for planning purposes. If the family does not wish to attend the commencement ceremony, the diploma will be mailed to the requested address.
5. A posthumous degree/honorary class membership notation will be printed next to the student's name in the commencement program. If the family chooses not to participate, this award will still be read during the ceremony unless explicitly requested otherwise by the family. Example: Jane M. Doe – Awarded Posthumously / Jane M. Doe – Honorary Class Member

## **Core Curriculum**

The University of San Diego's core curriculum fosters the pursuit of knowledge through active student and faculty participation in core courses throughout a student's academic program. The core promotes critical appreciation of beauty, truth and goodness in the context of engagement with the Catholic intellectual tradition and diverse faith communities. The high academic standards of the core curriculum will sharpen student learning in critical thinking and analytical thinking, and increase competency skills in writing, oral communication and cognitive reasoning. Students will be well equipped to creatively envision, articulate and apply new solutions to the problems of today and be prepared to confront humanity's urgent challenges.

Only courses approved as meeting core curriculum student learning outcomes can be applied to core curriculum requirements.

## **Integrative Learning**

Goal: Integrate knowledge, insights and skills gained through scholarly inquiry and strong community into the quest for truth as a continuous process of making connections. Students complete two integration experiences, one during their first year at USD and another as they are completing their degree requirements.

- First year students participate in the two-semester Living Learning Community (LLC) program by taking two courses that will satisfy core and/or major/minor requirements.
- Transfer students participate in the one-semester Transfer Learning Community (TLC) program by taking one course that will satisfy core and/or major/minor requirements.

Students complete an advanced integration experience and/or project in which they synthesize and apply knowledge and/or skills from multiple disciplines or perspectives. These courses will satisfy core and/or major or minor requirements.

## **Competencies**

Goal: Learn essential skills of written communication, mathematical reasoning and problem solving, second language, oral communication, critical thinking, information literacy and quantitative reasoning in order to become effective leaders.

### **Written Communication**

Successfully complete the First Year Writing course (FYW 150).

Successfully complete an Advanced Writing course, which is writing intensive and instructive, focusing on writing as a process. Advanced Writing courses are offered by a variety of departments and will be clearly identified with an "Advanced Writing" attribute.

### **Mathematical Reasoning and Problem Solving**

Students must demonstrate competency either by successfully completing one of the approved mathematics core curriculum courses or by passing an examination in mathematics.

### **Second Language**

Third semester competency in a second language is required for students seeking the bachelor's degree. Students are encouraged to fulfill this requirement during their first two years at USD. This can be done by successfully completing the third-semester course (201); by taking a course beyond this level in any of the nine languages offered in the Department of Languages, Cultures and Literatures; or through alternate credit.

## Oral Communication

Students successfully complete a course in the core or in the major/minor that includes an oral communication component. Courses that include oral communication will be clearly identified with an “Oral Communication” attribute.

## Quantitative Reasoning

Students successfully complete a course in the core or in the major/minor that includes a quantitative reasoning component. Courses that include quantitative reasoning will be clearly identified with a “Quantitative Reasoning” attribute.

## Critical Thinking and Information Literacy

Students demonstrate Critical Thinking and Information Literacy by satisfying outcomes in Historical Inquiry courses (see below).

## Foundations

Goal: Become individuals who, through the search for truth and goodness, uphold the dignity and aspirations of all people; and who critically and creatively explore the “big questions” about God, personal identity and social identity.

## Theological and Religious Inquiry

Students successfully complete two courses in the study of religion. One course must include the study of Catholic Christianity and one course must be upper division.

## Philosophical Inquiry

Students successfully complete one approved course in the study of Philosophy.

## Ethical Inquiry

Students successfully complete one course in the study of ethics.

## Diversity, Inclusion and Social Justice

Students successfully complete two courses that are identified with a “DISJ” attribute. Courses are developmental, and the level 1 course must be completed prior to enrolling in the level 2 course. At least one course must be domestically focused.

## Explorations

Goal: Critically and creatively explore the breadth of the liberal arts, focusing on social identity, scientific literacy and personal expression through varied modes of inquiry.

## Scientific and Technological Inquiry

Students successfully complete one science or technology course that includes a laboratory experience.

## Historical Inquiry

Students successfully complete one course that analyzes historical evidence using critical thinking and information literacy skills.

## Social and Behavioral Inquiry

Students successfully complete one course that examines the human condition.

## Literary Inquiry

Students successfully complete one course that examines text and language from a literary perspective. This requirement may be completed in languages other than English.

## Artistic Inquiry

Students successfully complete three units of course work that examines an art form.

# Honors Program

The Honors Program provides motivated, passionate and engaged students with opportunities that will support the achievement of their intellectual goals. The program emphasizes teaching excellence, small seminar-style classes and a curriculum of innovative courses. Honors students have numerous opportunities for interaction with faculty, specialized course work, undergraduate research and focused academic advising.

## Curriculum

Honors courses are offered in a wide variety of disciplines, and span the College of Arts & Sciences, the School of Business, and the Shiley-Marcos School of Engineering. Honors courses are typically offered in the Core, but they occasionally fulfill major requirements or prerequisites for a major or career (e.g., pre-health).

In their first year, Honors students enroll in an Honors Fall LLC Course, followed by another Honors course within their LLC in the Spring semester. Beyond the Honors LLC course offerings, students may enroll in three other types of classes: single-instructor Honors courses, linked single-instructor Honors courses, and team-taught courses.

- A *single instructor* Honors course is taught by one instructor.
- A *linked* Honors course constitutes an individual Honors course, taught by single instructor, that is linked together with another Honors course(s) in a different major based on a common theme, concept or problem. Linked courses are scheduled simultaneously so that students in each linked Honors class might meet together for interdisciplinary group projects, joint discussions, guest speakers, and other common activities.
- A *team-taught* Honors course is one in which two individual faculty members from different disciplines co-instruct a single Honors course, offering students an interdisciplinary understanding of a common topic or problem.

The Honors Program culminates with the completion of an Honors Thesis and participation in HNRS 495, the Honors Thesis Seminar. The Honors Thesis is an original project that may take the form of a scholarly paper, original writing, artistic composition or design, science experiment, curricular module, or other original intellectual project aligned with a student’s academic training. In the seminar, students share the results of their thesis with fellow honors students and interested faculty, friends, and the public. Students consult their major academic advisor to determine the best path to begin their thesis work; enrolling in an independent study or a capstone course in their major is typically advisable. To ensure completion of the Honors Thesis, students identify their Thesis Advisor and begin their research at least one year prior to their intended graduation date. At the beginning of their senior year, they outline their research intentions in the *Fall Research Action Plan* and submit them to the Honors Program.

## Admissions

The Office of Admissions and the Director of the Honors Program review the records of high school seniors and identify and invite students to apply for admission. The selection is based on involvement in community, school and leadership activities, and evidence of a sustained desire to do excellent academic work. First year students who do not enter the Honors Program at the beginning of their undergraduate career may apply for admission mid-year.



## Requirements

To graduate with the Honors Diploma, students must:

- Complete a minimum of 24 Honors units.
  - *Note: The Honors Program will waive one unit for students who are admitted mid-year and 4 units for students who study abroad for at least a semester.*
- Produce an Honors Thesis and participate in the Honors Senior Thesis Seminar.
- Complete at least two interdisciplinary Honors courses.
  - One of these courses must be a team-taught course; the other may be either a linked course or a team-taught course.

To remain in good standing in the Honors Program, students must maintain an overall GPA of 3.4 or above and demonstrate progression in the Honors Program. Progression in the Honors Program is defined as earning at least one Honors unit within two consecutive semesters. This unit requirement is waived for students who study abroad for a year or who take an official leave of absence.

Students who are not in good standing will be removed from the Honors Program. Exceptions may be granted with the consent of the Honors Program Director.

## Recommended Program of Study

### First Year

#### Semester I

Honors Fall LLC Course

Units

4

#### Semester II

Honors Spring LLC Course

3

### Second Year

#### Semester I

Team-Taught Course or Single-Taught Course

3-4

#### Semester II

Team-Taught or Single-Taught Course

3-4

### Third Year

#### Semester I

Team-Taught or Single-Taught Course

3-4

#### Semester II

Team-Taught or Single-Taught Course

3-4

### Fourth Year

#### Semester I

Independent Study/Capstone

1-3

#### Semester II

Honor Thesis Seminar

1-3

## First Year Experience

The First Year Experience (FYE) strives to build a community of engaged student learners who value academic excellence, intellectual, personal and spiritual development, inclusion, ethical conduct and compassionate service. It integrates two core components: the Scholastic Assistant Program and the Residential Life Living Learning Communities.

The first year of college at the University of San Diego begins at the point of an undergraduate student's admission and concludes at the beginning of the following academic year.

We assign a high priority to a student's first year of college because the first year establishes an essential foundation for a successful educational and developmental experience. During the first year, students learn about the university's mission, core values and expectations. As a result, students begin to practice the habits and skills of higher learning, thus helping shape the academic and social climate on campus.

## The objectives of the First Year Experience are to:

1. Introduce students to the core curriculum as the foundation of USD's liberal arts undergraduate education.
2. Assist each student's transition to college life by learning about multiple resources available to them.
3. Introduce students to the mission and core values that form the identity of USD as a Catholic university.
4. Encourage students to think about, and begin to develop, values for living with diversity and adopting a healthy lifestyle.

## What Students Can Expect:

### OLÉ! Weekend (Orientation)

The days before classes begin are designed to introduce students to USD and fellow students. Activities and experiences are facilitated by student leaders and faculty that will help new students become more comfortable in their new living environment, better understand the demands and expectations of college life, and begin to connect with fellow students, faculty and staff.

### Fall LLC Course

This program is a core component of the FYE. In the Fall, the program involves faculty advisors for incoming first-year students in a small class called the "LLC Course." The content of the Fall LLC Course depends on the course title and description. Fall LLC courses fulfill a core curriculum requirement and build toward fulfillment of the first year integration requirement. The Spring LLC course also fulfills a core curriculum requirement, in addition to fulfilling the first-year integration requirement.

### Scholastic Assistant

As part of each Fall LLC Course and through the Spring semester there will be a "Scholastic Assistant" or "SA." The SA is a successful continuing student who services as a liaison between the students and the professor, mentor to new students, and a general resource. SAs also plan and implement activities outside of class to assist students with the transition to college.

### You Succeed @ USD Video Series

The You Succeed @ USD video series is designed specifically to help students reach their academic potential. Each brief video consists of tips and recommendations from highly successful USD students who have excelled in and outside the classroom. Video topics cover important issues that new students are likely to encounter including time management, study strategies, test preparation and overcoming setbacks.

## Second Year Experience

The university assigns a high priority to a student's second year of college because the second year fleshes out and solidifies the foundation begun in the first year. During the second year, students are focused on establishing personal and educational identities. As a result, students engage in activities in and outside of the classroom moving them towards establishing future directions of study and growth.



The Second Year Experience (SYE) at USD consists of a variety of programs and opportunities designed specifically for second-year students. The goal is to help students be successful, have fun and get the most out of their USD experience.

## Featured Programs

### SYE Abroad Program

This unique study abroad program offers second-year students the opportunity to earn core curriculum credit in one of two exceptional locations during Intersession of 2016: Guatemala or Italy! Students can earn credit in a variety of disciplines:

- Art History
- Chemistry
- Ethics
- History
- Language, Culture and Literatures
- Theology

Students travel with USD faculty and staff to their chosen destination and engage in the local community. If you are a new first-year student and interested in studying abroad during Intersession of your second year, please visit the [SYE Abroad Program](#) website for details on how to apply.

### SYE Welcome Back BBQ

Residential Life kicks off the year right with a Welcome Back BBQ exclusively for second-year students. This is a chance for all second-year students (including transfers and commuters) to come enjoy some free food, good music and great company. Look for details on this event in your SYE Program mailing near the end of summer.

### Second Year Housing

On-campus living at USD only gets better the second time around! Spend your sophomore year living with your classmates in the Alcalá Vista Apartments (aka "The Vistas") or the San Buenaventura Apartments, which house the Second-Year Experience (SYE) program. You'll have the opportunity to participate in programs and utilize services that are geared to the unique needs of sophomore students, both returning and transfer. Additionally, housing is available for second-year students in Manchester Village and the San Antonio de Padua apartments.

For more information on housing for second-year students, please visit Residential Life's [Second Year Housing](#) website.

### Second Year Torero Experiential Program (STEP)

One of the major benefits of living on campus is the fully furnished apartments that offer convenient access to resident assistants and University Ministry members who are more than just residence staff. With such a wide range of resources, services and personal support offered, it's no wonder why so many Toreros choose to stay on campus after their first-year living experience. Campus apartments are available for sophomore students, and the STEP program is housed in the Vistas and San Buenaventura. Within the Alcalá Vistas and San Buenaventura there are special programmatic offerings, geared toward sophomores and the unique House Cup program!

For questions about the second year housing requirement, please contact Residential Life at (619) 260-4777 or email [housing@sandiego.edu](mailto:housing@sandiego.edu).

## Preparation for Law School and Health Profession Programs

### Preparation for Health Profession Programs

For students planning a career in medicine, dentistry, pharmacy, optometry, veterinary medicine or other health professions such as physical therapy or nursing (including our accelerated BA/BS to MEPN track), the Health Professions Advising Office guides students toward preparation for the professional or graduate school degree. Health Professions students seeking to further their education in a professional or graduate school program, complete the course requirements for their USD degree as well as the prerequisites for their health professions program. The services offered by the Health Professions Advising Office include assisting students with prerequisite information, clinical and internship opportunities and the professional school application process.

The Health Professions Advising Office is located in Founders Hall 114. For more information, visit Pre-Health Advising (<http://www.sandiego.edu/cas/prehealth/>).

### Preparation for Law School

The Pre-Law advising office provides students with information on preparing for and applying to law school through one on one advising. For more information, visit Pre-Law Advising (<http://www.sandiego.edu/cas/academics/advising/prelaw.php>).

## Study Abroad Opportunities

### University of San Diego International Center

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

The University of San Diego has consistently ranked within the top three in the nation in terms of the percentage of undergraduate students who participate in study abroad programs! USD undergraduates in good standing may apply for a variety of international study abroad programs affiliated with the university. USD grants academic credit and grades for these affiliated programs. To ensure the proper recording of units, USD students may not enroll independently, or through another institution, in a USD-affiliated program.

There are many exciting opportunities to study abroad while at USD. Programs include short-term (intersession or summer) options as well as semester and year-long opportunities.

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, contact the Office of International Studies Abroad, (619) 260-4598 or go to International Center (<http://www.sandiego.edu/international/>).

## Short-Term Study Abroad Opportunities

The following programs are available for students during intersession or summer terms:

### Second Year Experience Abroad

This unique program designed specifically for students in their sophomore year. This program is very comprehensive and students must register during their freshman year to go abroad in intersession of their sophomore year. While abroad, students take one, three-unit, core curriculum course and engage in many cultural and social activities with their fellow sophomore students. Current locations include: Florence, Italy; and Antigua, Guatemala.

### Faculty-Led Programs

Spend three to four weeks abroad with a USD faculty member while gaining academic credit and a unique international experience. These programs are open to all students (Freshmen to Seniors) as well as non-USD students. Depending on the length of the program, students can complete one or two courses and may even combine two locations based on program calendars. Tuition is discounted for these programs and financial aid is available. Currently, programs are offered in Argentina, Australia, Austria, China, England, France, Indonesia, Jamaica, South Africa, Spain and Turkey.

## Semester Abroad Opportunities

### USD Madrid Center

USD's very own Madrid Center opened in Fall 2014 in the heart of Spain's capital city. Students have the opportunity to immerse themselves in Spanish culture while completing courses in business, humanities and social sciences. Students live in home-stays with local families and each student participates in a 10-day travel seminar which visits different regions of Spain. Please visit the Madrid Center (<http://www.sandiego.edu/international/madrid-center/>) website for more information.

### USD Partner Programs

Studying abroad for a semester or year is possible through the over 80 USD partner programs coordinated by the Office of International Studies Abroad. These programs vary in size and scope and are located all throughout the world. USD Financial Aid packages travel with a student for up to one semester abroad. Please be sure to visit the Office of International Studies Abroad (<http://www.sandiego.edu/international/study-abroad/>) to learn more about these options as well as to learn more about financing a semester or year abroad.

### Semester Exchanges

USD has exchange partnerships with very prestigious, highly ranked universities in South America, Asia, Europe and Latin America. Students who wish to participate in one of these programs will have the unique opportunity to be engaged in an independent, cultural immersion experience as they will enroll directly at the host university and take the majority of their courses with local students.

## Additional Information

### Project-Based Learning While Abroad

Some study abroad programs offer students hands-on experience within their area of study. For example, the School for Field Studies Programs offers students the opportunity to work in the field collecting data related to environmental-based projects such as rainforest ecosystems, marine biodiversity, wildlife management and the effects of global climate change. The SEA Semester program offers students the opportunity to learn about marine life while living on board and navigating a sailing vessel. Business students also have the option to participate

in a consulting project for local companies in certain international locations. Discipline specific internships are offered in many program locations as well.

### Community-Service While Abroad

Students who wish to engage with the local community while abroad can do so through various service-based programs. Opportunities in semester long programs will vary by site. Be sure to check with a study abroad advisor about this option. Several short-term programs offer community service opportunities that are a central part of the program. Locations in which community service is infused within the academic program are: China, Jamaica and South Africa.

### Special Topics Course

A Special Topics course offered in USD's affiliated study abroad programs coordinated by the USD International Center that do not correspond directly to a USD academic department. The course will be identified on the student's transcript as either ABRD 294 or ABRD 494, and USD will maintain a description of the course and outcomes. Course content and structure will differ depending on instructor, program and country. Consult the Office of International Studies Abroad (<http://www.sandiego.edu/international/study-abroad/>) for course description for any given semester.

## Application Deadlines

In general terms, application deadlines are as follows:

- Fall semester: Mid-Late March
- Intersession: Mid-October
- Spring: Mid-October
- Summer: Mid-December

For program information, deadline information or to meet with a study abroad advisor, contact the Office of International Studies Abroad at (619) 260-4598 or in Serra Hall 315 or go to USD Abroad (<http://gointernational.sandiego.edu>).

## Ahlers Center Study Abroad Programs

### Ahlers Center for International Business

The John M. Ahlers Center for International Business was founded in 1994 with an endowment from the estate of John and Carolyn Ahlers to enhance international business education at USD. Given a lifetime of international business and service, the Ahlers believed that globalization had increased the need for business leaders to be developed with special skills and knowledge in order to embrace the challenges and opportunities of an international marketplace. Through numerous programs, the Ahlers Center is devoted to this mission of its founding donors by helping faculty, students and the community develop significant international business acumen.

The Ahlers Center, along with the International Center at USD, develops and coordinates both short-term study abroad programs and semester exchanges. Offered during the Intersession and Summer Sessions, the short-term programs provide business students the opportunity, over a relatively short time period, to gain valuable business-oriented international experience. Students wishing to spend more time abroad and gain a deeper cultural understanding may participate in semester exchange programs at leading business schools around the world. For more information on study abroad opportunities for undergraduate business students, please go to Study Abroad (<http://www.sandiego.edu/international/study-abroad/>).

In addition to study abroad opportunities, the Ahlers Center annually sponsors International Executives-in-Residence, bringing business leaders to campus and the classroom. International visiting faculty are also invited by the Ahlers Center to provide guest lectures or offer courses at USD. The Ahlers Center continues to cultivate its strong portfolio of offerings, including the hosting of

international business leaders, conferences, events, and speakers, which enhance our undergraduate business students' exposure to the global mindset that inspired the generosity of John and Carolyn Ahlers. For more information about the Ahlers Center for International Business, please go to Ahlers Center (<http://www.sandiego.edu/ahlers/>).

## ROTC Programs

### Army ROTC

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

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

There is no advance application needed for the freshman or sophomore classes. Scholarship money is available, including four-, three- and two-year merit scholarships to qualified students. Scholarships awarded include: full tuition, books, fees and partial room and board. Additional resources are available to cover room and board.

For additional information, contact the Army ROTC office via [armyrotc@sandiego.edu](mailto:armyrotc@sandiego.edu) or (619) 260-7920.

To earn a commission as a second lieutenant in the United States Army, Army ROTC cadets must complete all requirements for a bachelor's degree in accordance with university rules and regulations, as well as complete certain courses specified by the Army, as outlined below.

Participants who complete a minimum of 18 units from this program (nine of which must be upper division) are eligible to receive a minor in Military Science.

## Military Science requirements

### Freshman Year

#### Semester I

MILS 096	Leadership Laboratory	1
MILS 101	Introduction to Leadership I	3

#### Semester II

MILS 096	Leadership Laboratory	1
MILS 102	Introduction to Leadership II	3

### Sophomore Year

#### Semester I

MILS 096	Leadership Laboratory	1
MILS 201	Foundations of Leadership I	3

#### Semester II

MILS 096	Leadership Laboratory	1
MILS 202	Foundations of Leadership II	3

### Junior Year

#### Semester I

MILS 096	Leadership Laboratory	1
MILS 301	Adaptive Tactical Leadership	3

#### Semester II

MILS 096	Leadership Laboratory	1
MILS 302	Applied Team Leadership	3

### Senior Year

#### Semester I

MILS 096	Leadership Laboratory	1
MILS 401	Adaptive Team Leadership	3

#### Semester II

MILS 096	Leadership Laboratory	1
MILS 402	Company Grade Leadership	3

Code	Title	Units
Students seeking a commission in the United States Army must also complete a United States Military History course during their program of instruction. MILS 110 can be taken to satisfy this requirement.		
MILS 110	United States Military History	3
Independent study options are offered to satisfy Military Science requirements on a case by case basis if approved by the Professor of Military Science.		
MILS 299	Independent Study	3
MILS 499	Independent Study	3

## Naval ROTC

The Naval Reserve Officers Training Corps (NROTC) Unit is hosted by the University of San Diego and San Diego State University. Primary administration of and support for the NROTC Unit is provided by USD. Cross-town agreements exist with the University of California San Diego, California State University San Marcos, and Point Loma Nazarene University. Students enrolled in these institutions are authorized to participate in the NROTC program at the University of San Diego, and may attend Naval Science classes there or at San Diego State University.

### Programs

There are two types of NROTC programs: the scholarship program and the college program. They differ primarily in their benefits to the student. The scholarship program provides four years of university study, followed by a commission in the Navy or Marine Corps.

### Scholarship Students

Four-year scholarship program students are selected on the basis of a highly competitive annual national selection. Selectees are appointed Midshipmen in the United States Naval Reserve (USNR) and provided tuition, a monthly stipend, uniforms and an allowance for books at government expense. In addition, they receive subsistence pay and summer active duty pay. Navy Option students in the NROTC scholarship program are encouraged to pursue majors in engineering or in specific science fields (mathematics, chemistry, physics or computer science), but any other field of study leading to a baccalaureate degree is permitted. Marine Corps option students may normally enroll in any four-year course of study leading to a bachelor's degree. All scholarship students participate in three summer cruise and training programs. Upon graduation, students receive commissions as Ensigns in the United States Navy or as Second Lieutenants in the

United States Marine Corps, after which they serve with the respective service. For students completing the program after October 1, 2013, the minimum period of active duty is five years, followed by three years of inactive reserve status.

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

Applications for the scholarship program may be obtained from any NROTC unit or Navy-Marine Corps Recruiting Office, or go to NROTC (<http://www.nrotc.navy.mil>).

## College Program Students

- Applicants selected from students already attending or accepted by colleges with NROTC programs
- Pays for uniforms and instructional fees for naval science courses
- College Program students selected for “advanced standing” receive a stipend for maximum of 20 months. Advance standing is only available starting the junior year of college. Stipend per academic month is \$350 junior year and \$400 senior year.
- Students will complete naval science and other university courses, a few specific university courses, and attend one summer training session
- Normally at sea for Navy midshipmen
- Normally at Quantico, VA for Marine Corps midshipmen
- When accepted, two-year applicants will attend six-and-a-half week Naval Science Institute program in Newport, RI during summer between sophomore and junior years
- On graduation, two- and four-year College Program midshipmen may be commissioned ensigns in the Naval Service or second lieutenants in the Marine Corps. Further information on the College Program may be obtained from any NROTC unit or Navy-Marine Corps Recruiting Office, or go to NROTC (<http://www.nrotc.navy.mil>).

## Academic Requirements for Scholarship Students

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

1. Naval Science requirements (Participants who complete a minimum of 18 units from this program (nine of which must be upper division) are eligible to receive a minor in Naval Science.

Code	Title	Units
<b>Freshman Year</b>		
NAVS 101	Introduction to Naval Science	3
NAVS 102	Seapower	3
<b>Sophomore Year</b>		
NAVS 201	Leadership and Management	3
NAVS 202	Navigation (Navy option only)	3
<b>Junior Year</b>		
NAVS 301	Naval Engineering	3

NAVS 302	Naval Weapons (Navy option only)	3
NAVS 310	Evolution of Warfare (Marine option only)	3
<b>Senior Year</b>		
NAVS 401	Naval Operations (Navy option only)	3
NAVS 402	Leadership and Ethics	3
NAVS 412	Fundamentals of Maneuver Warfare	3

2. Other courses required by the U.S. Navy:

Code	Title	Units
	Calculus (one year) <sup>1</sup>	
	Regional Studies/World Cultures (one semester) <sup>1</sup>	
	Physics (calculus-based) (one year) <sup>1</sup>	
	English (one year) <sup>1</sup>	
	National Security Policy or American Military History (one semester)	

- <sup>1</sup> Navy Option only

See Naval Science course descriptions (p. 504).

## Air Force ROTC

The Air Force Reserve Officer Training Corps (AFROTC) is a three- or four-year program designed to equip students with leadership skills and commission officers for tomorrow’s Air Force. Required coursework includes lectures, a leadership laboratory practical component, panel discussions, dialogues, problem solving, and physical training. All coursework is completed on site at or near SDSU, with the exception of a four-week summer field training encampment conducted on a military base between the second and third year. The four-year program is divided into the General Military Course (first two years), and the Professional Officer Course (last two years). During the first two years, non-scholarship cadets may take classes with no military commitment, and may withdraw at any time.

Scholarships are available for qualified cadets, and may be applied towards tuition, lab fees, and other required items. In addition, scholarship students receive a non-taxable book allowance and monthly stipend. Upon successful completion of the AFROTC program and all requirements for a bachelor’s degree, cadets are commissioned as second lieutenants and serve a minimum of four years in the active duty Air Force.

The University of San Diego does not have an Air Force Reserve Officer Training Corps (AFROTC) program on campus; however, through an agreement with San Diego State University, students may participate in Air Force ROTC through the SDSU College of Extended Studies. Credits earned in these classes may be transferred as electives to meet the degree requirements of USD.

There is no advance application needed to participate in the freshman or sophomore level course; however, an orientation program, held just prior to the start of the semester, is recommended. Interested students should contact the AFROTC Detachment 075 Unit Admissions Officer at (619) 594-5545.

## Military Science

Military Science offers a two, three and four-year Army Reserve Officers Training Corps (ROTC) program designed to develop future officers in the areas of leadership, management, foreign policy, national security, military history and military skills. The Army ROTC program also offers a series of optional adventure outings and on-campus activities during the school year. These include orienteering, rappelling, sports programs and social activities. Enrollment in the Army ROTC program is not a requirement for taking military science courses. Military Science offers a varied class schedule to meet students’ requirements.



The Army ROTC program consists of one course per semester along with scheduled leadership laboratories and field training.

## Four-Year Commissioning Program

The four-year program is divided into two parts: the basic course and the advanced course. The basic course is usually taken in the freshman and sophomore years. No military commitment is incurred during this time, and students may withdraw at any time through the end of the second year. The first year consists of 2-unit introductory courses each semester. The second year consists of 2-unit courses with instruction on organizational leadership theories. Uniforms, necessary military science textbooks and materials are furnished without cost.

After completing the basic course, students who have demonstrated officer potential, have met physical and scholastic standards and agree to contract are eligible to enroll in the advanced course. This course is normally taken in the final two years of college and consists of outlined military science and designated enrichment courses that include communication skills, military history and computer literacy.

In addition, the advanced course consists of a paid five-week leadership assessment course held during the summer between the junior and senior years. This course permits students to put into practice the leadership principles and theories acquired in the classroom. All students in the advanced course receive uniforms, necessary military science textbooks, pay for the leadership assessment course, and a living allowance of up to \$4,000 each school year.

Upon completion of the advanced course, students are commissioned Second Lieutenants in the U.S. Army. The available options after commissioning are active duty for a minimum of three years or three months active duty for training followed by part-time participation in the U.S. Army Reserve or U.S. Army National Guard.

Several special programs are available for students who have previous ROTC training or active military service. These programs allow for part- or full-placement credit for the basic course. In addition, a program is available for simultaneous participation in both Army ROTC and the Army Reserve or Army National Guard.

## Two-Year Commissioning Program

This program offers students the opportunity to be commissioned officers after two years of Army ROTC instead of four years. The two year program is designed for community and junior college graduates and students who did not take Army ROTC during their first two years or who have prior military experience. The five-week summer Cadet Basic Camp, provides the military skills and leadership training normally taught during the freshman and sophomore on-campus courses. Basic Camp is conducted at Fort Knox, Kentucky, and a paid salary, transportation, meals and lodging will be furnished. Basic Camp graduates enroll in Military Science 301 to enter the advanced course and complete the advanced program.

## Applying for the Program

USD students enroll in military science courses by signing up during registration in the same manner as for other university classes. There is no advance application needed for the freshman or sophomore classes. However, students enrolling in Military Science courses need to contact USD Military Science to receive information on lab schedules, equipment, materials and activities.

### MILS 096 | LEADERSHIP LABORATORY

**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Application of individual skills and military tasks appropriate to a small unit leader. Prepares cadets for higher level leadership positions. Emphasis is on performance in leader roles which includes instruction. Maximum credit eight units. Credit earned in this course not applicable to a bachelor's degree.

### MILS 101 | INTRODUCTION TO LEADERSHIP I

**Units: 3**

This course introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big-picture understanding of ROTC, its purpose in the Army, and its advantages for the student. Relative examples and discussions are used to relate leadership to not only the military, but also to Corporate America.

### MILS 102 | INTRODUCTION TO LEADERSHIP II

**Units: 3**

This course overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. The principles discussed in this curriculum can be used to prepare managers for Corporate America by building a solid foundation for the understanding of leadership.

### MILS 110 | UNITED STATES MILITARY HISTORY

**Units: 3 Repeatability: No**

Analyze decisions made by American military leaders, military engagements from colonial period through current operating environment, principles of war, and reviews of decisions affecting outcomes.

### MILS 201 | FOUNDATIONS OF LEADERSHIP I

**Units: 3**

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in Leadership Labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure and duties, and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the Contemporary Operating Environment (COE).

### MILS 202 | FOUNDATIONS OF LEADERSHIP II

**Units: 3**

This course examines the challenges of leading tactical teams in the complex Contemporary Operating Environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operations orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

### MILS 299 | INDEPENDENT STUDY

**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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.



**MILS 301 | ADAPTIVE TACTICAL LEADERSHIP****Units: 3**

Military Science 301 will develop leadership and organizational skills, time management, and technical competence in military-related subjects. Students concentrate on the practical application of the leadership fundamentals and techniques learned in the ROTC Basic Course and prepare for success at the Leader Development and Assessment Course at Fort Lewis, Washington, and as future commissioned officers in the U.S. Army. The course consists of both classroom instruction and practical field application where cadets are placed in leadership roles.

**MILS 302 | APPLIED TEAM LEADERSHIP****Units: 3**

MSL 302 uses increasingly challenging situational leadership challenges to build Cadet proficiency and skills in leading tactical operations. Having learned squad-level tactics in MSL 301, cadets will now learn to effectively lead up to platoon level. Cadets will review aspects of combat, stability and support operations. They will also conduct military briefings and develop proficiency in garrison operations orders. The focus is on exploring, evaluating and developing skills in decision making, persuading and motivating members of a team to accomplish a common mission. MSL 302 Cadets are evaluated on what they know and do as leaders as they prepare to attend the Leadership Development and Assessment Course (LDAC).

**MILS 401 | ADAPTIVE TEAM LEADERSHIP****Units: 3 Repeatability: No**

Prerequisites: MILS 301 and MILS 302

This course 401 transitions the focus of student learning from being trained, mentored, and evaluated as an MSL III Cadet to learning how to train, mentor, and evaluate underclass Cadets. MSL IV Cadets learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army Writing Style, the Army's Training Management Cycle and METL Development processes during weekly Training Meetings. Cadets learn to safely conduct training by understanding and employing the Deliberate Risk Management Process. Cadets learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a cadet platoon, company, and/or battalion in the execution of a Leadership Lab, Ranger Challenge Exercise, and a Leadership Development Exercise (LDX).

**MILS 402 | COMPANY GRADE LEADERSHIP****Units: 3 Repeatability: No**

Prerequisites: MILS 301 and MILS 302 and MILS 401

This is an academically challenging course where you will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, mid-term exam, and a Capstone Exercise in place of the final exam. For the Capstone Exercise, you will be required to complete an Oral Practicum that you will be evaluated on your knowledge of the 20 Army War fighting Challenges (AWFC) covered throughout MILS 401 and 402 coursework. In addition, you could be assessed on leadership abilities during classroom PE, Leadership Labs, or Leader Training Exercises (LTX). You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your cadre, PMS and other MSL IV Cadets.

**MILS 499 | INDEPENDENT STUDY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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.

## Naval Science

The purpose of the Naval Science program is to provide college students desiring to become Naval or Marine Corps officers a basic professional background in the following areas: introduction to naval sciences; leadership, ethics and management; piloting and navigation; nautical rules of the road; ship characteristics, design and propulsion; theory and employment of weapon systems; amphibious operations and history of warfare. This curriculum is open to all university students. A graduate will be able to assume, through development of mind and character, the highest responsibilities of command, citizenship and government. Participants who complete a minimum of 18 units from this program (9 of which must be upper division) are eligible to receive a minor in Naval Science.

### Program Objectives

The primary objectives of the Naval Science department curriculum are to provide:

1. an understanding of the fundamental concepts and principles of Naval Science
2. a basic understanding of associated professional knowledge
3. an appreciation of the requirements for national security
4. a strong sense of personal integrity, honor and individual responsibility
5. an educational background which will allow Naval Science students to undertake successfully, in later periods in their careers, advanced/continuing education in a field of application and interest to the Navy or Marine Corps.

**NAVS 101 | INTRODUCTION TO NAVAL SCIENCE****Units: 3**

A general introduction to the naval profession and to concepts of seapower. Instruction emphasizes the mission, organization, and warfare components of the Navy and Marine Corps. Included is an overview of officer and enlisted ranks, training and education, and career patterns. The course also covers ethics, basic leadership skills, naval courtesies and customs, military justice, and nomenclature. This course exposes the student to the professional competencies required to become a naval officer.

**NAVS 102 | SEAPOWERS****Units: 3**

A historical survey of United States naval history from the American Revolution to the present with emphasis on major developments. The course also treats present-day concerns in seapower and maritime affairs including the economic and political issues of merchant marine commerce, the law of the sea, and a comparison of United States and other foreign naval strategies. Each era covered will be analyzed by evaluating the significance of the following: 1) strategy and tactics; 2) leadership; 3) technological advancements; 4) inter-service relations; 5) naval doctrine, 6) foreign policy; and, 7) Congressional relations.

**NAVS 201 | LEADERSHIP AND MANAGEMENT****Units: 3**

The theme of the course is the "Naval officer as a leader, manager, and organizational decision-maker." The course will begin with modules on ethics and integrity, progress through management theory and practical functions of management, and culminate with a module on leadership. Lectures, reading assignments, films, discussions, exercises, interviews, and student presentations provide students with an excellent opportunity to wrestle with complex ethical, managerial, and leadership issues. The goal of this course is for students to begin to develop a sound personal leadership philosophy that will enable them to more effectively accomplish both personal and professional goals.

**NAVS 202 | NAVIGATION****Units: 3**

An in-depth study in the theory, principles, and procedures of ship navigation and maneuvering. Students learn piloting, navigation, and maneuvering to include the use of charts, visual and electronic aids, theory and operation of magnetic and gyro compasses, relative-motion vector analysis theory, formation tactics, and ship employment. Practical skills in plotting and piloting are stressed. International and inland rules of the nautical road, naval operations and operations analysis, applied aspects of ship handling, and afloat communications are also studied. Additionally, leadership traits in the themes of communication, counseling, and conflict resolution as they relate to safe navigation and ship movement will be developed. Other topics include tides, currents, effects of wind and weather, use of navigation instruments, celestial navigation, and the characteristics of electronic navigation.

**NAVS 301 | NAVAL ENGINEERING****Units: 3**

A detailed study of ship characteristics and types including hull, electrical, and auxiliary systems. Principles of stability and damage control are also covered. Advantages and disadvantages of steam, gas turbine, and diesel propulsion engines and their operation receive in-depth study. Leadership topics as they apply in an engineering setting are discussed.

**NAVS 302 | NAVAL WEAPONS****Units: 3**

This course outlines the theory and employment of naval weapons systems. Topics of discussion include radars, gun and missile systems, underwater direction and tracking, and basic naval ordinance. Case studies of weapon systems employment are covered, with emphasis on accountability.

**NAVS 310 | EVOLUTION OF WARFARE****Units: 3**

This course traces the development of warfare from the dawn of recorded history to the present, focusing on the impact of major military theorists, strategies, tacticians, and technological developments. The student acquires a basic sense of strategy, develops an understanding of military alternatives, and sees the impact of historical precedent on military thought and actions.

**NAVS 401 | NAVAL OPERATIONS****Units: 3**

An in-depth study of inland and international laws and systems of regulations that govern conduct of vessels in national waters and on the high seas. The basic forms of naval communications will be covered, as well as the basic terms and procedures associated with replenishment at sea (UNREP). Extensive discussions on the interrelationship between authority, responsibility, and accountability within an organization. Students will be challenged with demonstrating, in officer leadership situations, an understanding of the influence on a leader's ability to achieve organizational goals.

**NAVS 402 | LEADERSHIP AND ETHICS****Units: 3**

Leadership and Ethics is the capstone course of the NROTC academic curriculum and provides senior midshipmen and officer candidates with some of the tools necessary to be effective junior officers. We emphasize values and the ethical foundations of leadership. Philosophical interpretation and dialog will be used extensively throughout the course. The course is organized into two modules of study. The first module is about ethical foundations and philosophies. The second module explores military law and moral/religious issues. Recommend taking NAVS 201 – Leadership and Management prior to this course.

**NAVS 412 | FUNDAMENTALS OF MANEUVER WARFARE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course prepares future military officers and other leaders for service by studying modern tactical principles, current military developments, and other aspects of warfare. The interaction between modern tactical principles as well as current military developments and their influence on maneuver warfare doctrine are discussed. There is a specific focus on the United States Marine Corps as the premier maneuver warfighting organization. Study also includes historical influences on tactical, operational, and strategic levels of maneuver warfare practices in the current and future operating environments.

## Interession and Summer Sessions

### Interession

The University of San Diego follows the 4-1-4 academic calendar: fall and spring semesters of approximately four months each and a January Interession of three weeks. Although students are not required to attend Interession, 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 Interession; USD will not accept units taken concurrently at another college or university. A maximum of four units may be transferred from another college or university to USD if a student is not concurrently enrolled at USD.

### Summer Sessions

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

August graduates who wish to participate in the May Commencement ceremony must register and pay for their remaining classes by May 1, and take all their remaining courses in USD's Summer Sessions. Withdrawing from summer course(s) after having participated in the commencement ceremony will result in being charged a forfeit fee equal to 100% of the tuition charges for the enrolled summer classes. The summer sessions class schedule may be obtained at the Summer and Interession Office located in Founders Hall, Room 117 or on the Summer and Interession (<http://www.sandiego.edu/summer-interession/>) site.

Please visit the Summer and Interession (<http://www.sandiego.edu/summer-interession/>) website for detailed listing of summer courses, enrollment information, fee payment options and deadlines.

## Academic Regulations

### Responsibility of Students

Students 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.

## Academic Integrity Policy

The University of San Diego is an academic institution, an instrument of learning. As such, the university is predicated on the principles of scholastic honesty. It is an academic community all of whose members are expected to abide by ethical

standards both in their conduct and in their exercise of responsibility toward other members of the community.

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation, the university has procedures to deal with academic dishonesty which are uniform and which should be understood by all. Violations of academic integrity include:

1. unauthorized assistance on an examination;
2. falsification or invention of data;
3. unauthorized collaboration on an academic exercise;
4. plagiarism;
5. misappropriation of research materials;
6. any unauthorized access to an instructor's files or computer account; or
7. any other serious violation of academic integrity as established by the instructor.

An act of dishonesty can lead to penalties in a course such as: reduction of grade; withdrawal from the course; a requirement that all or part of a course be retaken; and a requirement that additional work be undertaken in connection with the course.

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

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

The complete Academic Integrity policy can be found in the Honor Code (<http://www.sandiego.edu/conduct/documents/Honor-Code.pdf>).

## Credit and Grading System

At the end of each semester or session, a 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. Each course is recorded with one of the following grades: A, superior; B, very good; C, average; D, inferior; F, failure; P, credit awarded, but units do not enter into computation of grade point average; W, withdrawal; I, incomplete. Unless otherwise indicated, D- is the minimum grade to pass a class or satisfy a prerequisite.

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

### *Transfer of Credit*

The University of San Diego awards credit based on courses completed at other accredited colleges and universities, courses completed in University-approved domestic and international study programs, through the Advanced Placement Program (AP), (<https://www.sandiego.edu/one-stop/forms/clep-ap-ib.php>) the International Baccalaureate Program (IB), (<https://www.sandiego.edu/one-stop/forms/clep-ap-ib.php>) and the College Level Examination Program (CLEP). (<https://www.sandiego.edu/one-stop/forms/clep-ap-ib.php>) USD has full discretion concerning how the transferrable credits are applied to its curriculum. Each course is evaluated in a timely manner to determine whether requirements

are met for the core curriculum, major, minor, or elective credit. The student is responsible for submitting acceptable supporting documentation, which may include official transcripts, course descriptions, course outline of record, and/or course syllabi.

The following principles apply to transfer of undergraduate credit to the university:

1. Transfer of credit from domestic institutions and international universities: all college-level, undergraduate courses from any regionally accredited (or equivalent) institutions will transfer to USD for credit, except for

- a. courses where credit has been given for life experience;
- b. vocational courses;
- c. courses in excess of four units each in physical activity, physical education instruction or coaching, and intercollegiate athletics; and
- d. courses taken through a professional and continuing education or extension unit;
- e. remedial courses.

2. Transfer of courses from nationally accredited colleges or universities: These are approved on a case-by case basis for the major by the department and dean within the relevant division, and for the core-curriculum by the core area representative, with the same exclusions as in 1.

3. The transfer of courses is transparent to pre-matriculated and matriculated students through an articulated listing of accepted courses with USD transfer credit equivalencies. USD equivalencies are consistent regardless of whether the student is pre-matriculated or matriculated.

4. There are unique features of USD core curriculum that cannot be transferred. These areas are: FY Integration and Advanced Integration.

5. Transfer of credit and grades:

- A grade of "C-" or higher must have been earned in the transferred course; a grade of "pass" or "satisfactory" is not acceptable.
- All courses transferred to USD are transferred for unit credit only and are not calculated into the GPA.

6. Credit hours transferred: The number of credit hours transferred will be based on USD's semester credit system.

- For institutions using the quarter system, multiply the number of quarter hours by 2/3. For example, 4 quarter-hours x 2/3 = 2.7. 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.

#### **A. Undergraduate Transfer of Credit for Pre-matriculated Students:**

When students transfer to USD, the guidelines for transferring credit from other institutions must follow these stipulations:

1. Upon admission, students will have access to a Transfer of Credit Report listing accepted courses with USD transfer credit equivalencies.
2. Once matriculated, students will have access to an online Degree Works via the USD student portal detailing how previous coursework meets USD graduation requirements.
3. The time needed to complete a degree will depend on the student's total number of transfer credits and the distribution toward specific USD Core, school/college and major curriculum requirements. Incoming students should be aware USD has a residency requirement, and majors in the College of Arts and Sciences as well as the Engineering programs and programs in the

School of Business have minimum requirements for the number of units of upper division classes in the major to be taken at USD, and should refer to the appropriate policies for further information.

4. All online classes taken before matriculation to USD will be accepted provided they conform to general principles 1 and 2.

**B. Undergraduate Transfer of Credit for Matriculated Students:** Once students have matriculated at USD, the guidelines for transferring credit from other institutions must follow these stipulations:

1. Transfer of Credit from Regionally-accredited Institutions: Students who wish to take courses at another regionally accredited institution after enrolling at USD must petition to transfer credit prior to enrolling in those courses.

- Students may be required to submit acceptable supporting documentation, which may include course descriptions and/or course syllabi.
- The maximum allowable number of credits matriculated students may transfer is 10 credits to fulfill core curriculum requirements.
- If courses are to be transferred for credit in a major or minor, the department or program must review and approve them prior to enrollment.
- If courses are to be transferred for core curriculum credit, they are reviewed first by the appropriate department chair and then approved by the core area representatives (CARs) prior to enrollment. Students will not receive credit for courses that repeat essentially the same content of work taken previously at USD, except where a grade of D or F was received in the USD course.

2. Transfer of courses from international and nationally accredited colleges or universities:

- Study Abroad Courses: USD operates many affiliated study-abroad programs in which courses are automatically articulated as earned credits at USD.
- Unaffiliated International Courses: Current USD students must complete an Unaffiliated Transfer Evaluation Form prior to taking the course. Courses must be approved by the department, advisor and Dean prior to taking the course.
- Courses at nationally accredited institutions are approved on a case-by-case basis for the major by the department and dean within the relevant division, and for the core- curriculum by the core area representatives (CARs), subject to the exclusions in general principle 1.

3. Transfer of Online Courses: Acceptance of online courses for transfer after attendance at USD is determined by department or program policy; if they are acceptable then general principles 1 and 2 still apply to individual online courses.

4. Student Load: The student load policy governs the maximum number of units a student may take in a term and is applicable to all units a student is taking, both at USD and elsewhere. Please refer to that policy for further information.

## Procedure for Transfer of Credit

Students of the university who wish to take courses at other institutions should obtain advance written approval on a Petition to Transfer Credit form, which can be found online at Office of the Registrar (<http://www.sandiego.edu/registrar/>). The student will get the signature of their advisor, the department chair in the comparable department in which the course is being taken, and the dean if they expect such courses to be accepted in fulfillment of degree requirements at USD. Coursework taken at another university after a student leaves USD is not posted to the official transcript unless the student is readmitted to the university.

## Policy for International Studies Abroad

The University of San Diego recognizes full academic credit toward an undergraduate degree for students choosing to participate in an international experience when the chosen program is directly affiliated with USD and approved

by the International Studies Abroad Committee. Students who wish to take courses in unaffiliated international programs and receive academic credit must obtain advance written approval, for sound academic reasons, at the discretion of their Academic Dean in concert with the Office of International Affairs. USD transfer of credit policies will apply for any such approved course. No academic credit will be transferred without advance written approval as described above. This policy applies to all programs: short-term, semester-long and year-long programs.

## Repetition of Courses

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

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

Students who earn a grade other than D or F that is unacceptable, for legal reasons, in a specific course or program may also repeat that course as outlined above.

## Duplication of Credit

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

## Experiential Education Credit

A maximum of 6 units of combined practicum, field experience and/or internship taken within the College of Arts and Sciences can be applied to the 124 unit degree requirement, 48 unit upper division requirement, and/or Upper-Division Requirements in the student's major. The university neither gives nor accepts transfer credit for prior experiential learning. Other restrictions (that is, junior and/or senior standing) are at the discretion of the department.

## Pass/Fail Option

Subject to prior authorization from their advisor, students may elect to enroll for classes on a Pass/Fail basis instead of a regular grading basis. Pass requires a grade of C– or better. A grade of Pass does not affect grade point average, but a grade of Fail does affect grade point average. The following regulations apply:

1. Lower-division students must have successfully completed at least 12 units at USD.
2. Students must have a grade point average of at least 2.0 at USD.
3. If the course is part of a regular semester, the student must be enrolled in at least nine other units on a regular grading basis.



4. Students may take no more than one course per academic term and no more than two courses per academic year on a Pass/Fail basis. (Courses offered exclusively on a Pass/Fail basis for all students are not counted in arriving at the limit.).
5. For first honors or second honors consideration, 12 semester units must be earned on a regular grading basis in fall or spring semesters.
6. A maximum of 15 Pass/Fail units at USD is applicable to the fulfillment of degree requirements.
7. Major courses (and courses in the preparation for the major) may not be taken Pass/Fail. However, courses that are only offered on a Pass/Fail basis may, by determination of the faculty, be applied to the major if the major requires at least 24 upper-division units that must be taken on a regular grading basis. A maximum of 6 units of such Pass/Fail coursework may be applied to a major, including both preparation and major courses.
8. Minor courses may not be taken Pass/Fail unless the course is only offered on a Pass/Fail basis.
9. A student wishing to major or minor in a field in which he or she previously earned Pass/Fail credit may, with departmental permission, select another course to fulfill the requirement.
10. No courses used in fulfillment of core curriculum requirements may be taken Pass/Fail. If a core curriculum requirement is fulfilled, other courses in the same area may be taken Pass/Fail.
11. Courses required for any state teaching credential may not be taken Pass/Fail.
12. Research and reading courses, performance and independent study courses, and courses not lending themselves to specific grading practices may, by determination of the faculty, be offered Pass/Fail.
13. All courses designated as “activity” courses may, by determination of the faculty, be offered Pass/Fail.
14. Courses taken at other institutions and transferred to USD for unit credit only are not considered to fall under the Pass/Fail option.
15. There will be no change from Pass/Fail to grade or vice-versa after the deadline listed in the academic calendar.
16. The course, quiz, paper, examination and attendance requirements for Pass/Fail students will be the same as for students on a regular grading basis.
17. A course taken on a Pass/Fail basis may only be repeated as a Pass/Fail course.
18. A course in which a grade of D or F is received may not be repeated on Pass/Fail basis, but may be repeated for a grade.

## 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. At every level in the proposed grievance procedures this “presumption” should be understood by all participants.

The student shall have **six months**, calculated from the date of submission of the student’s final course grade, to initiate a formal grade grievance procedure. Students must file for a grade grievance within the six-month time period unless exempted by the Dean of the college/school in which the course was taught.

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.

## Credit by Examination

A number of the Subject Examinations of the College Level Examination Program (CLEP) have received approval by the university faculty, so that in certain specified subjects students may qualify for college credit by satisfactory performance in the CLEP tests. Inquiries may be made at the Office of the Dean of the College of Arts and Sciences, Founders Hall, Room 114 or visit Exam Credits ([http://www.sandiego.edu/cas/documents/\\_main/advising/clep-approved.pdf](http://www.sandiego.edu/cas/documents/_main/advising/clep-approved.pdf)).

## 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	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

## Post-Baccalaureate Undergraduate Study

Once an undergraduate student graduates, that student’s courses and GPA for the first degree are fixed and will not change if the student returns to USD for additional undergraduate work.

If a student returns for a second undergraduate degree then the student must take at least 30 units and fulfill at USD all of the major requirements of the second degree current at the time of reenrollment, but as the student has previously completed all other requirements for a USD undergraduate degree no further



requirements (e.g. core) apply even if these have changed. A new GPA for these additional units will be calculated as well as an overall GPA that combines all undergraduate work at USD. The total number of units that may be repeated between both undergraduate degrees is 10. Since such students are degree-seeking they are eligible for Title IV financial aid.

If a student returns for a second major in the same degree that the student previously earned, then the student will be assigned to a post-bacc program at the undergraduate level. The student must complete at USD the major requirements for the second major current at the time of reenrollment, but as the student has completed all other degree requirements previously when earning the degree with the first major no further requirements (e.g. core) apply even if these have changed. A new GPA will be calculated for the additional units taken to complete the second major as well as an overall GPA that combines all undergraduate work at USD. The total number of units that may be repeated for the degree is 10. Such students are not degree-seeking so they are not eligible for Title IV financial aid. However, if the student is enrolled in at least six units she/he is eligible for an in-school loan deferment. Such students will not receive a new diploma but when the second major is completed that fact will be noted on their transcript and, upon request, the Registrar will produce a letter certifying the completion of the second major.

If a student wants to add a minor to an already completed undergraduate degree, all of the same rules apply as for returning for a second major, i.e. the then current requirements of the minor are the only requirements that must be fulfilled.

## 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 signed by the dean of the appropriate school or college and 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 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.

## Grade Reports

Grade reports are available on the MySanDiego portal in the Torero Hub tab – My Academics page. Students must have a USD e-mail account to access MySanDiego portal.

# Credit Hour Policy

## USD Credit Hour Policy

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

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

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

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

--WSCUC, Credit Hour Policy

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

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

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

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

### Standard Undergraduate Courses

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

### Standard Graduate Courses

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

established for standard graduate courses by adhering to the standards within the disciplines that offer such courses.

#### Standard Law Courses

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

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

#### Periodic Review of Standard Courses and Other Academic Activities

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

#### **Carnegie Foundation Context**

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

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

#### **Department of Education (DoE) Context**

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

Following the issuance of new regulations, March 18, 2011, the DoE circulated a memo, dated March 18, 2011, from the Office of Postsecondary Education whose purpose was to provide “guidance to institutions and accrediting agencies regarding a credit hour as defined in the final [2010] regulations.” The issuance

of new regulations was the DoE’s response to the increasing call for flexibility in interpreting the credit hour.

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

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

#### **WSCUC (WASC) Context**

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

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

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

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

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

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

The University of San Diego has seven academic divisions: the College of Arts and Sciences, the School of Law, the Shiley-Marcos School of Engineering,

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

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

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

Days of the week	Days per semester	Minutes/day	Total minutes per semester	Total hours per semester
MWF	45	50	2250	37.5
TTh	30	75	2250	37.5
One	15	150	2250	37.5

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

Days of the week	Days per semester	Minutes/day	Total minutes per semester	Total hours per semester
MWF	41	55	2255	37.5
Th	28	80	2240	37.3
One	14	160*	2240	37.3

\*10-minute break not included

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

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

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

#### Laboratory Work

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

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

One unit of credit has been assigned to 55 minutes of classroom time per week with a minimum of **three hours of out-of-classroom time** spent studying and doing homework or research per week throughout one semester (Many Honors

Courses meet within the schedule for 3-unit classes but award 4 units of credit. In order to comply then the expectation for out-of-class time must be raised from 2 units to 3 units for every hour in class).

#### Internship Courses

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

#### Studio Work

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

#### Southeast San Diego Tutoring Project

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

#### Clinical Nursing Work

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

#### Independent Study Courses

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

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

#### LLC Scholastic Assistants

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

#### Practica

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

#### Online and Hybrid Courses

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

## Declaring the Major

An entering student may declare a major at any time after the beginning of the first semester of attendance. The process for doing so depends on the academic unit in which the major is housed, and students are encouraged to check with the Dean's Office of the college/school in which they declare their major. Other programs of study, such as a minor, certificate program or second major, also must be declared formally using the appropriate process for the college/school. Students must declare a major before declaring a minor or certificate program. Students who have completed at least two semesters at USD and 60 units or have

completed four semesters at USD, and have not declared a major will be assigned to an advisor in the College of Arts and Sciences Dean's Office.

Selecting a major is one of the most important choices a student will make. A student should declare their major sufficiently early to allow their academic advisor to guide them in the selection of appropriate courses. Students who make their choice too early run the risk of finding themselves in an unsatisfying program or needing to make changes that could extend the time to graduation. Those who postpone their decision may find themselves behind in relation to the recommended program of study and may require additional time to graduate. Students considering majors with complex degree requirements, including engineering, the sciences, business and liberal studies, are encouraged to consult with an academic advisor and declare their major early in their academic careers.

The university's Career Development Center can assist students in the selection of their major, minor or certificate program. The center's career counselors work with students to assess their strengths, interests and long-term career goals, helping to prepare them for success.

When a decision to make any changes to a program of study has been reached, the student must follow the appropriate processes for the college/school in which their program of study falls. Juniors and seniors who contemplate a change of major should be aware that a change is likely to necessitate taking additional courses in order to complete their requirements.

## Email Accounts

All USD 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.

## General Information

### Attendance

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

### Course Numbering System

Courses offered by the university are listed in alphabetical order by discipline within each school or college.

Course numbers are three digits in the following ranges:

100-299	Lower-Division Courses
300-499	Upper-Division Courses
500-599	Graduate/Master's/Law Courses
600-699	Doctoral/Law Courses

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

x99	independent study
x98	internship
x97	techniques

x96	undergraduate research
x95	senior thesis
x94	special topics
x93	field experience

Course types are indicated by the following characters:

H	Honors
L	Laboratory
P	Practicum
R	Recitation
S	Seminar

Some courses without this letter designation may still carry credit for lab, writing, diversity, etc. at the section level. Check the course notes contained in the schedule of classes for more information.

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

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

### Class Standing

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

### Examinations

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

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

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

### 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 Transcripts (<https://www.sandiego.edu/registrar/transcripts-diplomas/transcripts.php>).

Any student may request official transcripts of his or her academic work. A fee of \$10 is charged for each transcript. Applications for official transcripts should be made in writing to Student Financial Services in the Hughes Administration



Center. Unofficial transcript requests may be made in person or by writing directly to the One Stop office at USD.

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

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

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

## Graduation and Commencement

### *Completion of Degree Requirements — The Petition to Graduate*

In order to be cleared for degree completion, students must file a Petition to Graduate on the student portal 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.

### *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: Seniors graduating in August may participate in the previous May ceremony provided that they:

1. take their remaining courses in USD's summer sessions; and
2. have registered (including payment) in USD's summer sessions for their remaining courses by May 1 and have given to the registrar's office written evidence of such completed registration. Seniors graduating in August may not take an independent study course during the summer sessions.

Exceptions to this policy may be approved by the student's dean when there are circumstances beyond the student's control. August graduates who wish to take courses elsewhere (after procuring the appropriate waivers) may do so, but they may not participate in the May ceremony. (Note: Summer courses taken in USD sponsored summer study abroad programs will meet the requirement for courses taken at USD.)

August graduates who wish to participate in the May Commencement ceremony should register in the spring semester prior to the May ceremony for any needed courses that are being offered at USD in the Summer Sessions immediately following Commencement. To facilitate the process of looking at the spring and

summer courses together, the courses, dates, and times of USD spring semester and summer sessions offerings are made available each fall on the university's website. Unavailability of a needed course in USD's Summer Sessions will not be grounds for an exception to the policy on Commencement participation. All information is made available to students the previous fall to anticipate and avoid any such problems.

## Honors

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

Students of outstanding academic merit receive special honors at graduation. Eligibility for these special honors is based upon USD GPA: a) for summa cum laude, 3.90 or higher; b) for magna cum laude, 3.70 to 3.89; and c) for cum laude 3.50 to 3.69. The senior with the highest USD GPA within each commencement group will give the valedictory address at his/her respective ceremony. At least half of the degree work must be completed at USD. In the event of ties, the student with the most coursework completed at USD will give the valedictory address at his/her respective ceremony. Also presented at graduation are the Alcalá Leadership Awards to two outstanding seniors.

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

## Leave of Absence and Withdrawal

### *Leave of Absence*

An official leave of absence is an approved, limited suspension of participation in an undergraduate program during the fall and/or spring semester. A leave allows students to take time off and return to the university without applying for readmission. 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 university, will be required to reapply for admission under the admission and degree requirements in effect at the later date.

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.

A student who will not be registered at the university during a regular semester, but would like to return without applying for readmission, must request a leave of absence by the last day to enroll in classes for that semester. Students must file the official Undergraduate Student Leave of Absence form with the Center for Student Success located in the University Center, room 114. To incur no tuition charges, students should request a leave of absence before the first day of classes. The request must state the reason for which the leave is requested and the semester in which the student will again register at the university. Requests for



leaves of absence must be approved by the Center for Student Success. Leaves of absence are granted for a maximum of two consecutive semesters.

## *Withdrawal from the University*

A student withdrawing from the university during a semester or for a future semester must file an official Undergraduate Student Withdrawal Form with the Center for Student Success located in the University Center, room 114. Failure to do so before leaving the campus or, in the case of illness or other emergency, as soon as the decision not to continue has been made, will result in non-passing grades in all courses, thereby jeopardizing eligibility to re-enter USD or acceptance in another institution. After the last day to enroll in classes, and continuing through the end of the 10th week of the semester (the last day to withdraw from classes), students may process a withdrawal to drop all their classes with grades recorded as Ws. After the last day to withdraw from classes, the withdrawal will be 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.

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

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

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

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

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

of reasonable length, beyond the active duty period, may be granted at the discretion of the dean.

4. Where applicable, the student's transcript shall include a notation that a W or an I is based on "Involuntary Call Up to Military Duty."

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

## **Registration**

Only students who have been officially admitted to USD's undergraduate degree program, 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 Undergraduate Course Catalog, on the Summer and Intersessions website and in registration instructions distributed subsequently.

## *New Undergraduate Students*

Information regarding registering for classes will be e-mailed to students and will be also be available in the MySanDiego portal after receipt of their enrollment deposit, beginning in late May. A freshman advising questionnaire will be provided, which includes information about courses and schedules. Completing this questionnaire begins the registration process and the matching of students to an academic advisor. 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. Exceptions to this policy will be made for students who have been approved for a leave of absence (see Leave of Absence).

## *Change of Course Registration - Dropping or Adding Courses*

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, without risk of academic penalty. Withdrawal within that time limit will be recorded as W. After that date there is no possibility of withdrawal; the student will receive a grade for the course. A grade of W does not enter into the computation of the GPA. Unofficial withdrawal from a course results in a grade of F. For deadlines during Summer Sessions and Intersession, go to Summer and Intersession Office (<http://www.sandiego.edu/sio/>). 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. Freshman students must have the approval of the preceptor to add or drop a course.

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. Registered students who withdraw from the university (e.g. terminate all courses in progress) must officially drop their courses by filing an Undergraduate Student Withdrawal Form with the Center for Student Success.

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).

## 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. Switching from credit to audit or audit to credit is not allowed 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. The fee is \$160 per credit hour.

## 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.

## Residence Requirement

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

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

## Scholastic Probation and Disqualification

A student will be placed on scholastic probation if:

1. the semester GPA falls below a C average (GPA 2.0) for coursework in a given semester
2. the GPA falls below 2.0 for all work attempted at USD. In either case, the student will be placed on probation for the next semester (or portion thereof if the resolution of incomplete grades leads to a semester GPA of less than 2.0).

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

1. C average (GPA 2.0) for all college work attempted at USD, and for all coursework attempted during the semester of probation
2. there are no grades of incomplete for the probationary semester.

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

An extension of scholastic probation for one semester only may be considered if a student appeals in writing to the dean of his or her school or college within 10 days of the postmark date on the notice of disqualification. The appeal should set forth the reasons which would justify an extension and the specific plans for raising the GPA.

## Student Load

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

The maximum student load during Intersession is four units, and the maximum student load for the summer sessions is 13 units in a 12-week period. These maxima also apply to any combination of courses taken concurrently at USD and another college or university.

## Undergraduate unit requirement for full-time and part-time enrollment:

- Full Time: 12+ units
- 3/4 Time: 9-11.5 units
- Half-Time: 6-8.5 units
- Less than Half-Time: 1-5.5 units

## Unit and Grade Point Requirements

To qualify for a degree, the student must earn a minimum of 124 semester units of credit. A unit is defined as the amount of credit awarded for satisfactory performance in one lecture period or one laboratory period for one semester. A minimum grade point average of C (GPA 2.0) is required in the total work attempted at USD.

Of the 124 units required for graduation, 48 must be in upper division courses, that is, those numbered 300 or higher. In order to register in courses which carry upper division credit, the student is normally required to have a combination of completed and in progress units totaling at least 45 units for the College of Arts and Sciences and 60 units for the School of Business.

In the College of Arts and Sciences, where, in the judgment of the instructor of record or department chair, the student has acquired the necessary basic proficiency, the student may be permitted to enroll in upper division courses for upper division credit even though he or she may still have only freshman or first semester sophomore standing. In such cases, the approval from the instructor of record or department chair is required.

In the School of Business, upper-division business courses may be taken after a student completes 60 units. A select number of upper-division business courses may be taken after the student completes the appropriate prerequisites and 45 units. Currently, this includes the following courses: ACCT 300, ACCT 302, ACCT 306, ACCT 320, BUAN 370, BUSN 361, DSCI 300, ECON 302, ECON 304, ECON 308, ECON 310, ECON 333, ENTR 304/MGMT 304, ENTR 310/MGMT 310, ENTR 320, ENTR 333, FINA 300, MGMT 300, MKTG 300, and REAL 320.

Students with junior or senior status and valid academic justification may take up to six units of graduate numbered courses and apply those units to their

undergraduate degree as upper division units. Permission must be obtained from the student's advisor, the course instructor, the dean of the student's major field and the dean of the School/College that is offering the graduate course.

Students enrolled in a combined degree program at USD may take up to 12 units of courses that satisfy requirements for both an undergraduate and graduate degree in such a program. These courses may be numbered at the graduate or undergraduate levels. Graduate numbered courses will count as upper-division courses toward the undergraduate degree requirements. Undergraduate numbered courses must be taken at the upper-division level in order to satisfy graduate degree requirements. Permission to count specific courses toward degree requirements must be obtained from the student's academic advisor(s), the chairs/directors of both degree programs, and the deans of any school/college that is conferring a degree to the student. For courses that have been approved for the combined degree program, only the approval of the student's academic advisor(s) is required.

## Admission

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

## Admission to Freshman Standing

1. Graduation from secondary school, completion of a General Education Diploma (GED) or State High School Proficiency Examination.
2. Performance in secondary school. Applicants are expected to present a well-balanced secondary school program of at least four academic subjects each year (including college preparatory courses in English, foreign language, mathematics, laboratory science, history and social science). Both the content of the program and the quality of the performance will be considered.
3. Scores on the SAT Reasoning Test or ACT. Students should plan to take this test in their junior year, early in their senior year or at least nine months prior to their planned university enrollment. For both tests, students are required to take the writing section.
4. Academic letter of recommendation.
5. Personal essay.
6. Evidence of leadership, talent, service or other qualities which will lead to success and meaningful participation in college and the larger community.

Additional prior preparation is strongly recommended for students planning to pursue a major in engineering. For further information, please review the Shiley-Marcos School of Engineering (p. 349) portion of this course catalog.

## Advanced Placement

### *Advanced Placement (AP) and Credit for Advanced Work*

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

Advanced placement college credit may be granted for advanced placement courses taken in secondary schools when such courses are completed with scores of 3, 4 or 5 on appropriate Advanced Placement Tests given by the College Entrance Examination Board. Score requirements vary for each test. See Exam

Credits ([http://www.sandiego.edu/cas/academics/approved\\_exam\\_credits.php](http://www.sandiego.edu/cas/academics/approved_exam_credits.php)) for a current listing.

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

## International Baccalaureate

The University of San Diego recognizes the International Baccalaureate (IB) as a rigorous college preparatory program. The university will award credits to students having successfully passed the individual IB higher level examinations with scores of 5 or higher. Satisfaction of specific university requirements by IB credit is decided in consultation with individual departments. Credit is also awarded to students who have successfully passed selected IB SL examinations with scores of 5 or higher. See Approved Exam Credits ([http://www.sandiego.edu/cas/academics/approved\\_exam\\_credits.php](http://www.sandiego.edu/cas/academics/approved_exam_credits.php)) for a current listing of credits awarded.

## College-Level Examination Program (CLEP)

College credit may be granted, within certain limitations, for the subject examinations offered through the College-Level Examination Program (CLEP) of the College Entrance Examination Board when satisfactory scores have been earned. Units earned in this manner require extra payment. See Approved Exam Credits ([http://www.sandiego.edu/cas/advising/core-curriculum/approved-exam\\_credits.php](http://www.sandiego.edu/cas/advising/core-curriculum/approved-exam_credits.php)) for a current listing of credits awarded.

## Advanced Standing

### *Admission to Advanced Standing*

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

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

Students who did not graduate high school, complete the GED or State High School Proficiency Examination should have successfully completed an AA degree before applying.

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

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

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

## Application Procedure

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

1. A candidate should obtain the Application for Admission from the Undergraduate Admissions website and submit electronically the completed form with the fee of \$55 (non-refundable).
2. A candidate should ask the registrar of his/her high school (and colleges, if any) to send the official transcripts to the university. Definitive acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.
3. Reports of the SAT Reasoning Test (including writing), of the College Entrance Examination Board and/or the ACT with writing results should be forwarded to the university at the request of the student.
4. The applicant should arrange to have sent directly to the university the recommendation as indicated on the Application for Admission form.
5. When the above data are filed, the Office of Undergraduate Admissions will inform the student of the action taken on the application according to the calendar published on the Undergraduate Admissions website.
6. Admitted candidates are required to send a commitment deposit before the deadline noted in their letter of acceptance. Commuting students should send a \$300 deposit, and resident students should send a \$500 deposit/room reservation fee.
7. The university observes the announced national candidate's reply date. This means that candidates who have been informed of their acceptance to the university are not required to make any non-refundable deposit prior to May 1.

## International Students

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

Applicants for admission from other countries must give evidence of eligibility for college entrance by furnishing official records covering all secondary and collegiate work and academic and personal recommendations. All non-English records must be translated into English and certified as accurate by the school, a consulate official or an official translator. Evaluation of international transcripts often requires several weeks. Students presenting such transcripts are therefore urged to have them forwarded as early as possible.

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service or the International English Language Testing System (IELTS). The SAT Reasoning Test or ACT with writing is optional for international freshman applicants. The SAT is administered throughout the year worldwide. To obtain SAT registration materials, go to College Board (<http://www.collegeboard.com>).

All international students accepted by the university who require an F-1 or J-1 Visa must provide for their financial support from non-university sources. They must submit adequate proof of financial responsibility for all obligations for the full period of time for which they are making application. Accepted resident students should send a tuition deposit/room reservation fee of \$500, and commuting students should send a tuition deposit of \$300 when accepted. These non-refundable deposits are credited to the student's account. No evaluation of a student's academic status or registration information can be sent until receipt of the deposit.

USD is authorized under federal law to enroll non-immigrant alien students. The applicant must be accepted as a full-time student working toward a degree before he or she is eligible for a Certificate of Eligibility Form I-20. The Form I-20 will be sent to the student after submitting a deposit and upon receipt of the Certification of Finances form indicating the amount and source(s) of finances.

## Veterans Benefits

The University of San Diego welcomes veterans, dependents and members of the U.S. Armed Forces. All eligible veterans, service members and dependents may now apply for benefits online at U.S. Department of Veterans Affairs (<http://www.gibill.va.gov/>). For more information, contact the USD Veterans Compliance Coordinator at the Military and Veterans Program, University Center, Room 225.

## Yellow Ribbon Program

The University of San Diego is a participant in the Department of Veterans Affairs: Yellow Ribbon GI Education Enhancement Program. This program provides contributions to eligible veterans, spouses and/or children with unmet tuition costs. In addition, the VA will match the USD Yellow Ribbon scholarship funds offered by USD. For more information, contact the USD Veterans Compliance Coordinator at the Military and Veterans Program, University Center, Room 225.

## VA Pending Payment Compliance

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veteran Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

This school will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case-manager issues it to the school.

Should the VA not provide a complete payment on the students' behalf, the student will be responsible for all remaining costs incurred while attending school and may be subject to the same penalties and withholdings as other students who have not satisfied their tuition and fee bills to the institution. This could occur if the student has already received all of their approved benefits, as there would be no remaining entitlement.

## Tuition and Fees

### 2018-2019 Expenses for Undergraduate Students

All students are expected to become familiar with the financial obligations they incur by registering at the university. The following information provides the essential data; if in doubt, however, students should go to Student Accounts (<http://www.sandiego.edu/studentaccounts/>) or make inquiries at the One Stop



Services Center, Hahn University Center Room 126, prior to the registration/fee payment date. Tuition and fees listed here are for the fall and spring terms of the academic year 2018-2019; amounts for the 2019-2020 academic year have not been determined as of the date of publication.

## Application Fee

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, students should go to Student Accounts (<http://www.sandiego.edu/studentaccounts/>) or make inquiries at the One Stop Services Center, Hahn University Center Room 126, prior to the registration/fee payment date. Tuition and fees listed here are for the fall and spring terms of the academic year 2018-2019; amounts for the 2019-2020 academic year have not been determined as of the date of publication. The fees below take effect with the beginning of Summer Session 2018.

Application Fee	\$55
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## Deposit Fees

### 2019-2020

Advance tuition deposit for new commuter students (non-refundable)	\$300
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Advance tuition and room deposit for new resident students (non-refundable)	\$500
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Housing Cancellation Fee (minimum)	\$250*
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(During the spring semester, returning students are able to contract for their upcoming academic year housing. Please contact the Office of Residential Life for additional information concerning application/payment deadlines and refund policies.)

Combination damage, cleaning and room checkout deposit is held as long as the Resident remains on the list for assignment or lives in a university residence hall.	\$100
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\* Subject to additional late cancellation fees (<http://www.sandiego.edu/residentiallife/documents/2017-18%20Terms%20and%20Conditions%20Campus%20Housing%20and%20Dining%20Services%20Agreement.pdf>).

## Other Required Fees

### Associated Student Fees

12 or more units, per semester	\$117
7-11.5 units, per semester	\$43
3-6.5 units, per semester	\$10

### Other Required Fees

Student Health Services Fee, per semester	\$110
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### Student Life Pavilion

Full-Time	\$70
Part-Time	\$35

Transcripts (each)	\$10
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Media Fee (per semester)	\$7
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### Miscellaneous Fees\*

Credit by Examination (per credit hour)	\$160
Competency Exam Fee	\$25
ID Replacement Fee	\$15
Returned Check Charge	\$25

### Parking Fees

Resident Permit	\$290
Commuter Permit	\$280
Motorcycle Permit	\$45

\* Please refer to Student Accounts website for information on late charges and fees.

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

## 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 August 1 for the fall semester plan and on January 1 for the spring semester plan.
3. To enroll in the monthly installment plan, login to the MySanDiego (<https://myauth.sandiego.edu/cas-web/login/?service=https%3A%2F%2Fmy.sandiego.edu%2Fportal%2Flogin>) portal, under the Torero Hub tab select "My Student Account" page.
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 current and future 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/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, and room and meal plan payments received are refundable in accordance with the university's published refund policy.
10. Installment payments are not available for study abroad programs, summer or intersession.

Additional information on payment plans is available from the One Stop Services Center, located in Hahn University Center, room 126 or by phone at (619) 260#2700.

To establish a payment plan or monthly installment contract: Log into the MySanDiego portal, under the Torero Hub tab select "My Student Account" page, then click "My Online Student 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.



## Refunds

### Tuition Refund Policy

1. Fees and deposits are non-refundable.
2. Tuition is fully or partially refundable only when a student withdraws officially during the published refund withdrawal schedule (see academic calendar (p. 8)). An Official Withdrawal Form must be obtained from the Center for Student Success. Informing a course instructor or academic department does not constitute withdrawal from the course or the university.

### Refund Schedule

Fees and deposits are non-refundable, except as expressly stated. Tuition is fully or partially refundable only when students officially withdraw by completing and submitting withdrawal forms to the Center for Student Success.

To receive a 100% refund, student must withdraw or drop course(s) by the 8th day of classes for the regular academic semester.

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 (p. 8)).

A student receiving financial aid should consult the One Stop Student Center for refund policies regarding his or her financial aid funds.

Please note that all refund checks will be issued in the student's name, regardless of who remitted payment (unless the funds were received via Parent/PLUS loan).

Any student who feels that his or her individual case warrants an exception to the Tuition Refund Policy should consult the dean of the appropriate school/college.

Note: The tuition refund policy for Intersession and Summer Sessions is published in the appropriate course catalog and on the Summer and Intersession (<http://www.sandiego.edu/summer-intersession/>) website. For calendaring reasons, it differs from the above. For details please contact the One Stop Student Center, Hahn University Center, Room 126, (619) 260-2700.

### Room and Meal Plan Refund Policy

The room prepayment becomes immediately non-refundable upon submission for all residents regardless of the reason for cancellation.

Cancellations become effective as of the date written notification is received by the Office of Residential Life or the U.S. Post Office postmark date.

Residents who cancel after July 31 shall forfeit the full room prepayment plus be subject to additional pro-rated fees. Details of these fees are available in the housing and dining services terms and conditions.

For the first eight weeks of the contract period for occupancy each semester, the university will adhere to a daily pro-rated schedule of housing fees for contracted residents (whether or not they have checked into a room) who are officially withdrawing from the university during either academic term regardless of reason. No refunds will be made to residents who withdraw after the first eight weeks of a semester. In addition to the pro-rated charges noted, all residents officially withdrawing from the university subsequent to the first day of the contract period for occupancy shall forfeit an amount equal to the room prepayment (plus the late cancellation fees noted in the housing and dining services terms and conditions). The effective date for any housing and dining service refund will be the latest date of either semester when the following requirements are completed: the resident officially submits a withdrawal notice, removes all personal belongings, checks

out of his/her room, has the ONITY room access privileges deleted from his/her ID card and surrenders his/her meal plan.

The refund policy for Intersession and summer sessions is published in the appropriate course catalog on the Summer and Intersession (<http://www.sandiego.edu/summer-intersession/>) website.

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

## Registration/Fee Payment Policy

Class registration is not officially completed until all tuition, room, meal plan charges 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. Account 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. Reserved classes and current registration may be canceled by the university if the student does not complete fee payment by the assigned fee payment dates in August and January for the respective fall and spring semesters respectively. (See Academic Calendar). A late registration fee may be charged to students who do not complete fee payment by the deadline in the academic calendar. A monthly interest late payment penalty of .8333% 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. Students who have an unpaid account may not register for subsequent semesters; receive grades or transcripts of academic credit or their diplomas. Accounts paid with a check that is returned by the bank and remains uncollected are not considered paid.

There is a \$25 service charge for returned checks. A monthly interest late penalty, if applicable, may be assessed 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 USD account. Courses added after the published payment deadline must be paid in full at the time of registration.

Note: Students on the monthly installment plan: Installment payments must be current throughout the contract life; if not current, the university reserves the right to cancel current and future class reservations and room and meal plan arrangements. If scheduled installment payments are not current by the assigned registration/fee payment days, a \$150 late payment fee must be paid.

### Registration/Fee Payment Procedure

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

1. Dates, times and location of class reservation are announced in advance 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 My Student Account page, under the Torero Hub tab of the MySanDiego (<https://myauth.sandiego.edu/cas-web/login/?service=https%3A%2F%2Fmy.sandiego.edu%2Fportal%2Flogin>) portal. Students may also pay the required tuition, fees, 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 plans to use estimated financial aid (including federal, state and/or USD loans, grants and scholarships) to cover his/her balance, the student must ensure all of the requirements of the award are met. You may check the requirements by logging on the MySanDiego (<https://myauth.sandiego.edu/cas-web/login/?service=https%3A%2F%2Fmy.sandiego.edu%2Fportal%2Flogin>) portal and clicking on the Financial Aid page, under the Torero Hub tab of the MySanDiego (<https://myauth.sandiego.edu/cas-web/login/?service=https%3A%2F%2Fmy.sandiego.edu%2Fportal%2Flogin>) portal. Failure to do so will subject the student to incur monthly interest late charges.

Note: Please read the Intercession and Summer Sessions' course catalog for specific information regarding the registration/fee payment procedure for those academic periods.

## Room and Meal Plans

Residential life is a vital part of the USD experience, so we require that students live on campus for their first and second years. All unmarried first and second year students must live in university housing (with exceptions possible based upon age) unless they will be commuting from the primary, full-time home of their parent(s) or legal guardian in San Diego County. Residents must be currently enrolled full-time students at USD (and making normal progress toward completion of a degree) during the period of occupancy.

First-year students live in themed living learning communities, while our second-year students live in apartment-style housing communities. Juniors and seniors are also able to choose to live in our on-campus apartments.

There are several different room and meal plans available. The cost may vary between approximately \$5,800 and \$8,000 per semester depending upon type of accommodations and/or meal plan.

Exceptions to these policies will be considered by the Director of Residential Life, but must be requested in writing and approved prior to the start of the agreement period for occupancy (i.e. prior to checking into the residence hall or to making permanent plans to live off-campus).

## Tuition

### Tuition 2018 - 2019

1-11.5 units	\$1,740/unit
12-18 units	\$25,225/semester
Over 18 units	\$1,740/per additional unit
Auditing	\$160/unit

Note: Tuition for 2020-2021 has not been determined. It is expected to increase.

## Financial Aid

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

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

A financial aid package is designed to meet the financial need of each individual student. Each package may consist of funding from one or more programs and can vary depending on established need and/or merit.

## Eligibility Requirements

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

## Application Procedure

1. Each student must complete the Free Application for Federal Student Aid (FAFSA) available at [www.fafsa.gov](http://www.fafsa.gov). Students who do not wish to submit their FAFSA on line can print a blank FAFSA from the FAFSA website or can request a blank copy be mailed to them by calling 1 (800) 4-FEDAID. All students are expected to read and follow the instructions and deadlines in the Guide to Applying for Financial Aid at USD available on the OFA website.
2. When required by federal law, and upon request from the Office of Financial Aid, it will be necessary for the student to provide their/their parents' most recent tax information and/or respond to other requests for information by the Office of Financial Aid.
3. All financial aid applications must be submitted or postmarked on or before the priority deadline dates listed in the academic calendar in order to receive priority consideration. Additionally, all follow-up information must be received by the USD Office of Financial Aid by the deadlines specified on the follow-up requests. Non-priority applicants are considered for any remaining funds and are processed after priority applicants.
4. Students must follow these procedures each year in reapplying for financial aid.

# Scholarships and Grants

## Merit Awards

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

## Alcalá Scholars

This award is offered to small number of incoming freshman who have demonstrated academic excellence through their outstanding grades, rigorous curriculum, and high test scores. These four year awards must be applied to university expenses. Renewal is contingent upon maintenance of the GPA specified on the information received with initial notification of the award from the Office of Undergraduate Admissions.

## Trustee Scholars

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

## Presidential Scholars

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

## Torero Pride Awards

This award is offered to those students who possess a combination of academic achievement and personal qualities that support our Mission and Core Values. These four year awards must be applied to university expenses. Renewal is contingent upon maintenance of the GPA specified on the information received with initial notification of the award from the Office of Undergraduate Admissions.

## Diversity "Circle of Excellence" Scholarships

"Circle of Excellence" Scholarships recognize students who possess the unique combination of academic excellence, personal qualities of leadership and perseverance, and the potential to advance the university's goal of creating a diverse and inclusive community. A limited number of "Circle" scholarships are granted each year and are designed to cover the full cost of tuition for up to four years. Renewal of these scholarships is continued upon maintenance of good academic standing, attendance at "Circle" events, and representation of the university in a manner consistent with its mission.

## Choral Scholars

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

need-based scholarships is based on the cumulative GPA provided to the Office of Financial Aid by the registrar, calculated through the end of the previous January Intersession. Students who fail to meet the GPA requirements in January may be reconsidered at the end of the Spring semester.

## University of San Diego Scholarships

These scholarships are awarded to new, full-time students. Awards are generally based on academic factors, the family's financial circumstances, and the student's potential to contribute to the university. Scholarships range from several hundred to several thousand dollars. Eligible continuing USD students must have documented need, meet the renewal criteria for USD funds, and make satisfactory academic progress.

## University of San Diego Grants

These grants are offered to new, full-time students with documented need. Grants range from several hundred to several thousand dollars. Eligible continuing USD students must have documented need, meet the renewal criteria for USD funds, and make satisfactory academic progress.

## University Ministry Scholarship

The USD University Ministry Scholarship is designed to encourage and support students to grow in their faith, discern their vocation, explore ways of being in solidarity with those in need and to be prepared to help address humanity's urgent challenges. The annual renewable scholarship is available to Catholic students who have demonstrated consistent engagement and servant leadership in their parish, school and community. Those who receive the award will be expected to continue their engagement and servant leadership at USD through the programs offered by our University Ministry Center. The scholarship is \$5,000 per year and approximately 20 students each year are selected. To be eligible, students must be admitted to the university and complete a short scholarship application. They must also have a completed Free Application for Federal Student Aid (FAFSA) on file with the Office of Financial Aid.

## Duchesne Scholarship Program

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

## Cal Grants

Each year the State of California awards a number of Cal Grants to assist with tuition and fees to students who are residents of the State of California and have demonstrated academic achievement and financial need.

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

## *Federal Supplemental Educational Opportunity Grant*

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

## *Federal Pell Grant*

The Federal Pell Grant Program assists undergraduate students with substantial financial need. The student will receive a Student Aid Report (SAR) from the federal processor which will indicate whether or not the student is eligible for the grant.

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

## *Private Scholarships and Grants*

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

Current students are automatically considered for any of the scholarships listed below for which they are eligible when they apply for financial aid at USD (see application procedure on page 36). For some scholarships with specific requirements, a USD scholarship questionnaire is used to determine eligibility, and only the students who complete the questionnaire will be considered for those scholarships.

## *Annual Scholarships/Awards*

Accountancy Program Scholarship  
 Ahmanson Foundation Scholarship  
 Appraisal Institute  
 AMN Healthcare Scholarship  
 ARCS® (Achievement Rewards for College Scientists) Scholarship  
 Arizona Alumnae of the Sacred Heart Scholarship  
 Donna Lee Arledge Memorial Scholarship  
 Baker & McKenzie Scholarship  
 \*Allen and Donna Baytop Scholarship Award  
 Blystone NROTC Scholarship  
 Blystone Nursing Scholarship  
 The Burnham Foundation Scholarship  
 C.E. & S. Summer Abroad Program Scholarship  
 California Building Industry Foundation  
 Ernest W. Hahn Scholarship  
 Fieldstone Foundation Scholarship  
 Harry L. Summers Endowment  
 California Association of Realtors  
 Bob and Betty Cahan Scholarship  
 Casner Family Scholarship  
 CCIM (Certified Commercial Investment Members) Nursing Scholarship  
 Chapin Dissertation Award  
 Mary Jane Charlton Nursing Scholarship  
 Colorado Alumnae of the Sacred Heart Scholarship  
 Leo C. Curley Trust Scholarship  
 Danvera Foundation English Scholarship  
 Danvera Foundation Nursing Scholarship  
 Carrie Estelle Doheny Foundation Scholarship (Science Research)  
 Sister Duchesne Scholarship  
 Duncan Theatre Arts Scholarship  
 Carr Ferguson Graduate Tax Research Fellowship

William Foster Outstanding Dissertation Award  
 Eris McCoy Gallagher Scholarship for Education  
 Hal H. Gardner Memorial Scholarship  
 Catherine B. Ghio Scholarship  
 Michael Ghio Memorial Scholarship  
 Max and Gussie Gonick Memorial Prize for Academic Excellence in the First Year  
 Gilligan-Spiritan Scholarship in Peace and Justice Studies  
 Bill Hannon Foundation Scholarship in Peace and Justice Studies  
 Marion Hubbard Loan Scholarship  
 Harold and Catherine Johnson Family Memorial Trust Scholarship  
 Johnston-Schoell Engineering Scholarship  
 Johnston-Schoell History Scholarship  
 \*Helen and Webster Kinnaird Law Scholarship  
 Joan B. Kroc Scholarship in Peace and Justice Studies  
 Kiwanis of San Diego Foundation Scholarship  
 Kroha Family Law Scholarship  
 Law Alumni Scholarship  
 Law Dean's Scholarship  
 Law Faculty Fund  
 Lawyers Club of San Diego – Lynn Schenk Scholarship  
 Lone Mountain Scholarship  
 James McIntyre Foundation Scholarship  
 W. Scott McIntyre Memorial Scholarship  
 \*Irene M. Carames de Middlebrooks Scholarship  
 Janice Nalley Memorial Scholarship  
 Nonprofit Leadership & Management Scholarship  
 Other Esteem Scholarship  
 Chester Pagni Outstanding Student Service Award  
 \*Dr. Judy Rauner Scholarship  
 Real Estate Alumni Scholarship  
 Remembrance Fund Scholarship  
 Lina C. Romero Memorial Scholarship  
 Sister M. Aimee Rossi Music Scholarship  
 Rotary Ambassadorial Scholarships:  
 Master of Arts in Peace and Justice Studies  
 Upward Bound High School Students Go to College  
 San Diego Alumnae of the Sacred Heart Scholarship  
 San Diego Foundation Scholarships  
 \*School of Business Student Scholarship  
 Bernard H. Siegan Scholarship  
 Jean Sidorick Philosophy Award  
 Darlene Shiley Veterans Scholarship  
 \*Shurko Family Scholarship  
 SIOR/Majestic Realty Foundation Scholarship  
 Patricia Della (Stahl) Spinosa Memorial Scholarship  
 Vessela Zaykova-Smolín Memorial Scholarship  
 S.A. Sutterfield Memorial Book Scholarship  
 USD Mortar Board STRIVE (Seeking To Recognize Individual Visions of Excellence) Scholarship  
 USD Opportunity Scholarship  
 Bernard H. Van Der Steen Scholarship  
 Vincent C. Walsh Trust Scholarship  
 Meg Whitman Scholarship (MSEL)  
 Julie I. Wilkinson Nursing Scholarship  
 Dr. Sheila Quinlan Williams Scholarship  
 Viterbi Family Foundation Scholarship for Nonprofit Leadership and Management Program  
 \*Richard and Kay Woltman Law School Scholarship  
 Elizabeth Baker Woods Education Scholarship  
 ADM Elmo R. Zumwalt, Jr. Leadership Award



\* New Scholarships

## Endowed Scholarships

Donors have endowed the University of San Diego with the following funds for scholarships to be awarded annually for the life of the university.

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

The General and Mrs. Lemuel C. Sheperd Jr. Scholarship

The General Wesley H. Rice Scholarship

The General James L. Day Scholarship

The General Robert H. Barrow Scholarship

The General and Mrs. Hugh T. Kerr Scholarship

The General and Mrs. John S. Grinalds Scholarship

The General and Mrs. J.A. Studds Scholarship

The Author E. Hughes Scholarship in Music

Thomas Ackerman Scholarship for the Nonprofit Leadership and Management Program Fund

Alfred F. Antonicelli Scholarship Fund

Eileen and Carlton Appleby Scholarship Fund

Arcaro Scholarship Fund

Kathryn Grady Atwood Memorial Fund

Ernest Backhaus Memorial Scholarship Fund

Dr. and Mrs. Manuel Barba Scholarship Fund

Barnhart Scholars Scholarship Fund

\*Andrea M. Basque Scholarship Fund

\*Richard A. Bayer Scholarship Fund

Aloysius J. Bedell Scholarship Fund

H.N. and Frances Berger Scholarship Fund

The Bosley Family Scholarship Fund

Boyce Family Scholarship Fund

Braille Transcribers Guild of San Diego Scholarship Fund

Brennan & Gaffrey Nurse Educator Scholarship Fund

Loretta Breyer Nursing Scholarship Fund

Thomas Breitling Scholarship Fund

Bridges Scholarship Fund

Brindle-Erion Scholarship Fund

Kevin Briscoe Memorial Scholarship Fund

Dr. Gilbert Brown Scholarship Fund

Sandra Brue Scholarship Fund

Sandra Brue Scholarship for Catholic Educators Fund

Brue Carstens Scholarship Fund

Bishop Buddy Scholarship Fund

Daniel Burkett Memorial Scholarship Fund

Martin and Florence Bursiek Student Aid Fund

BusinessLink USD Scholarship Fund

Edward and Gretchen Cairns Memorial Scholarship Fund

Catholic Heritage Scholarship Fund

Sister Susan Campbell Scholarship Fund

Mickey Carhart Memorial Scholarship Fund/ NAIOP San Diego Chapter

Mary Delafield Carter Scholarship Fund

Yvonne E. Chiesi Carteron Nursing Scholarship Fund

Theia Cascio Scholarship Fund

David S. Casey Trial Advocacy Scholarship Fund

Choral Scholars Program Fund

Ralph F. Claric and Russell Kamstead Memorial Scholarship Fund

Phyllis McArdle Clause Scholarship Fund

James W. and Kathryn S. Colachis Scholarship Fund

Harry A. Collins Memorial Scholarship Fund

John F. Connolly Perpetual Scholarship Fund

\*Michael A. Connor-Horizon Scholarship Fund

Helen S. Corcoran Scholarship Fund

Fiorenza and Hernando Courtright Scholarship Fund

Emmet J. Culligan Scholarship Fund

Murphy Dalton Scholarship Fund

Donald C. and Elizabeth M. Dickinson Foundation (MEPN) Fund

Duda Family Foundation Scholarship Fund

James O. and Stella Powell Eagen Scholarship Fund

Fieldstone Foundation Scholarship Fund

Walter Fitch Trust Scholarship Fund

Paul Fitzpatrick Memorial Award Fund

\*Founders Scholarship Fund

French Scholarship Fund

C. Hugh Friedman Scholarship Fund

Sr. Sally M. Furay Scholarship Fund

German Language Scholarship Fund

Emil Ghio Scholarship Fund

W.R. Grace Scholarship Fund

Mary Gresko Nursing Scholarship Fund

Ernest W. and Jean E. Hahn Foundation Scholarship Fund

Eugenie B. Hannon Scholarship Fund

Alice B. Hayes Science Scholarship Fund

Alice B. Hayes Mortar Board Scholarship Fund

William Randolph Hearst Scholarship Fund

Conrad N. Hilton Minority Scholarship Fund

Roseann Gerold Hoffman Scholarship Fund

W. Roy and Marion I. Holleman Scholarship Fund

Bob Hope Leadership Scholarship Fund

Ethel M. Horsch Nursing Scholarship Fund

Author E. Hughes Scholarship Fund

Irvine Keiller Scholarship Fund

Dr. Kathy James Nursing Scholarship Fund

Jane P. Johnson Scholarship Fund

Lou Kerig Scholarship Fund

Michael Konz Memorial Scholarship Fund

Kristopher Krohne Memorial Scholarship Fund

The LASH Foundation Scholarship Fund for the Nonprofit Leadership and Management Program Fund

Las Vegas Scholarship Fund

Law Endowed Scholarship

Lawrence Family Scholarship Fund

Albert J. and Mae Lee Memorial Scholarship Fund

\*Lee Family Memorial Scholarship Fund

Elsie Leith Memorial Scholarship Fund

Faye N. Lewis Scholarship Fund

Laura McDonald Lewis Scholarship Fund

Bishop Maher Catholic Leadership Scholarship Fund

Lawrence Mahlum Memorial Scholarship Fund

Manchester Nursing Scholarship Fund

Doug & Betsy Manchester Athletic Scholarship Fund

LTJG Laura J. Mankey Memorial Scholarship Fund

Marasco Family Scholarship Fund

Marine Studies Graduate Scholarship Fund (which includes the following)

Stephen Sullivan Memorial Scholarship

Sister Dale Brown Science Scholarship

Ronald Maudsley Memorial Scholarship Fund

David Maurier Law Scholarship Fund

George H. Mayr Scholarship Fund

Mazzo Family Scholarship Fund

Christopher McCallister Memorial Scholarship Fund

Dorothea McKinney Scholarship Fund

Gerald & Donna McMahon Scholarship Fund

Louise H. McNally Scholarship Fund

Edward J. and Grace W. Mehren Scholarship Fund



Michael Mohr Memorial Scholarship Fund  
 William A. Moller Memorial Scholarship Fund  
 Grant Morris Scholarship Fund  
 Elizabeth Ann Mottet Nursing Scholarship Fund  
 Music Endowment Fund  
 Nielsen Family Scholarship Fund  
 Notchev Scholarship Fund  
 James B. Orwig, M.D. Nursing Scholarship Fund  
 Kyle O'Connell Memorial Scholarship Fund  
 \*Robert E. and Darci M. O'Connell Scholarship for the Arts  
 The ORCA Foundation Scholarship Fund at the San Diego  
 Foundation for Nonprofit Leadership and Management Program  
 Theresa and Edward O'Toole Scholarship Fund  
 Oxford Scholarship Fund  
 Irene Sabelberg Palmer Nursing Research Scholarship Fund  
 Pardee Scholars Endowment Fund  
 Parent Fund Scholarship  
 Kenneth & Virginia Piper Arizona Scholarship Fund  
 Procopio International Tax Scholarship Fund  
 Pulitzer Foundation Scholarship Fund  
 Kay Ravenel Scholarship Fund  
 Reardon/Goode Scholarship Fund  
 Delroy Richardson Scholarship Fund  
 Janet A. Rodgers Nursing Scholarship Fund  
 Frank and Dimitra Rogozienki Scholarship Fund  
 John R. Ronchetto Memorial Scholarship Fund  
 Leo Roon Scholarship Fund  
 Rose Pre-Med Fund  
 Joseph Rost Scholarship Fund for Leadership Studies  
 Tim C. Rothans Public Service Scholarship Fund  
 Irving Salomon Political Science Scholarship Fund  
 Jeffrey A. Sardina Memorial Scholarship Fund  
 School of Leadership and Education Sciences Scholarship Fund  
 Vern D. Schooley Scholarship Fund  
 Mary and Alan Schulman Scholarship Fund  
 W. H. Scripps Athletic Scholarship Fund  
 Senior Emergency Law Fund  
 Richard A. Shaw Graduate Tax Scholarship Fund  
 Martin L. Sheehan Scholarship Fund  
 Donald P. and Darlene V. Shiley Engineering & Theater Scholarship Fund  
 Donald P. and Darlene V. Shiley MFA Scholarship Fund  
 Gary Shoemaker and Richard T. Mulvey Disabled Student Scholarship Fund  
 Forrest N. and Patricia K. Shumway Scholarship Fund  
 Sven & Tove Simonsen Scholarship Fund  
 James E. Spain Family Law Scholarship Fund  
 James E. Spain Family THRS Majors Scholarship Fund  
 Stallard Family Nursing Scholarship Fund  
 Susanne Stanford Scholarship Fund  
 Luisa A. & Harold N. Stoffet Memorial Scholarship Fund  
 Pearl and Natalie Surkin Scholarship Fund  
 Anne Swanke Memorial Scholarship Fund  
 Jane R. Tedmon Scholarship Fund  
 John Trifiletti Scholarship Fund  
 USD Alumni Scholarship Fund  
 USD Law Scholarship Fund (which includes the following)  
 Dr. Lee Gerlach Honorary Scholarship  
 Robert J. Keys Honorary Scholarship  
 Warren Family Law Student Aid Fund  
 The Honorable Louis M. Welsh Scholarship Fund  
 Whalen Family Scholarship Fund  
 Terry Whitcomb '53 Alumni Scholarship Fund  
 Therese T. Whitcomb and E. Ann McFarland Decorative Arts Study Fund

Cathleen K. Wilson, R.N., Ph.D., Memorial Scholarship Fund for Leaders in  
 Nursing  
 Donald O. and Rosemary Wilson Scholarship Fund  
 John Winters Memorial Scholarship Fund  
 Richard and Kay Woltman Nursing Scholarship Fund  
 Erion Knickerbocker Wood Scholarship Fund  
 Daniel B. Woodruff Memorial Scholarship Fund  
 \*New Scholarship Endowment Fund

## *Other Scholarships Available*

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

Colorado Alumnae of the Sacred Heart Scholarship  
 Kiwanis of San Diego Foundation Scholarship  
 Sister M. Aimee Rossi Music Scholarship  
 San Diego County Citizen's Scholarship Foundation Award  
 Additional Sources of Funding

In addition to the above-named University of San Diego scholarships, additional sources of funds are available. Many companies offer scholarships to the sons and daughters of their employees. Fraternal organizations, such as the Elks and Rotary International, assist students in meeting the cost of education. The Copley Library has reference books and Internet access to scholarship search programs listing funds available from private organizations and A Guide to Outside Resources of Financial Aid is available on the USD Office of Financial Aid website. USD students have received over \$2 million in private scholarships for an academic year. Private scholarships can usually be used to replace loans in a student's financial aid "package."

## **Loans**

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

## *The Federal Direct Student Loan Program*

There are two types of Federal Direct Loans: Subsidized and Unsubsidized. Eligibility for the Subsidized Federal Direct Loan is based on documented need; eligibility for the Unsubsidized Federal Direct Loan is not based on need.

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

## *The Federal Direct PLUS Loan Program*

A Federal Direct PLUS Loan is available for parents to borrow a long-term, low-interest loan on behalf of their dependent children. Graduate students may also utilize the Direct PLUS loan program once they have exceeded their annual eligibility under the Direct Student loan program. Details regarding maximum loan amounts, current interest rates and repayment terms are described on the Office of Financial Aid website. Undergraduate and graduate students must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility for a Federal PLUS Loan.

## *Federal Perkins Loan Program*

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

Students must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility for a Federal Perkins Loan.

## Emergency Student Loan Program

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

## Kathryn Desmond Loan Fund

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

## Marion Hubbard Loan Fund

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

## USD Trust Loan Program

The Weingart Foundation, together with private donor matching funds, has provided USD funding for zero-interest, long-term loans to help students meet the cost of education at USD. A recipient must be a graduate of a California high school and have demonstrated substantial financial need. Amounts offered depend on fund availability each year. Students must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility for a USD Trust Loan.

## Student Employment

### Federal Work-Study Program

Funds for this program are provided by the federal government and USD. Employment, both on and off campus including community service, such as tutoring of elementary school children, is provided for students with documented need and is related, whenever possible, to the student's educational objectives. Employment averages 15 hours per academic week, with as many as 40 hours per week during vacation periods. Students must complete a Free Application for Federal Student Aid (FAFSA) to determine eligibility for the Federal Work-Study program.

### Other On-Campus Student Employment

In addition to the Federal Work-Study Program, the university offers a limited number of job opportunities to students who do not otherwise qualify for federally-subsidized programs. Over 400 students are employed part time in areas such as dining services, banquets and catering, the bookstore, and the athletic department. Students may obtain contact information for these departments at the Student Employment Center, which is a part of the Office of Financial Aid, located in Hughes Administration Center, Room 313.

### Off-Campus Employment Service

The University of San Diego also assists students in finding off-campus employment. Information regarding weekend or part-time employment within the San Diego metropolitan area is made available. There is also information for Intersession and summer sessions. Job descriptions are posted in the hallway across from the Student Employment Center and contact information is available in the SEC.

## Veterans Assistance

Information is available at the Military and Veterans Program, University Center, Room 225.

## Vocational Rehabilitation Services

Students with disabilities may be eligible for the services of the State Department of Rehabilitation. The services provided must result in an employment outcome. These services may include vocational counseling and guidance, training (with payment of costs such as partial tuition, fees, books, transportation, etc.), and job placement. Contact the State Department of Rehabilitation at (619) 767-2100 for further information.

For more information, see Student Employment (<http://www.sandiego.edu/financialaid/student-employment/>).

## Deadlines

Most financial aid packages consist of funds drawn from several sources – federal, state and institutional. Application forms and deadlines may change each year. Students can access current information on the USD OFA website; the Office of Financial Aid or the One Stop Student Center. Students should apply for everything for which they may be eligible.

### Important Deadlines

March 2 is the date by which a valid Free Application for Federal Student Aid (FAFSA) must be postmarked or submitted on line in order to receive priority consideration for available federal and USD funds for all freshmen, transfer and continuing undergraduate students.

March 2 is also the deadline to apply for California State Grants (Cal Grants). Both the FAFSA and the GPA Verification Form must be postmarked or submitted on line by this date.

### Student Budgets

Please refer to the Guide to Financial Aid Consumer Information at USD on the OFA website for information on how student budgets are constructed and how they are used in determining a student's financial aid eligibility. USD costs may be viewed on the Student Financial Services website (<http://www.sandiego.edu/finance/student-financial-services/>).

## Academic Services

USD offers tutoring and support services through a number of areas on campus to help students thrive and succeed. From tutoring to achieve your academic potential, to supporting a diverse community, and fostering extensive career services for success in a chosen career path after graduation, USD provides the personal and technology resources for students to engage in a diverse and changing world.

## Academic Support

### Center for Student Success

The Center for Student Success offers Student Success Coaching where professional staff and peer coaches are available to meet with undergraduate students experiencing challenges at USD that impact academic performance and persistence. Workshops are offered to assist first-year students with the transition to college. Session topics cover issues that new first-year students are likely to encounter, including faculty expectations, time management, study skills, choosing a major, health and safety at college, and the unique history and character of USD. The center also processes undergraduate leaves of absence

requests as well as undergraduate withdrawals. The Center for Student Success is located in the University Center, Room 114. More information is available at USDCSS (<http://www.sandiego.edu/usdcss/>) or (619) 260-5995.

## Mathematics Center

The Mathematics Center provides peer tutoring to students in their lower-level mathematics courses. The goal of the Mathematics Center is to provide short-term assistance while helping students become independent learners. The Mathematics Center is located in Serra Hall, Room 310, and is available to USD students on a walk-in basis and for scheduled group tutoring sessions. Our tutors are selected through recommendations by faculty members. Although the tutors have been asked to give priority to students in lower-level classes, those tutors with advanced training will help with other mathematics questions whenever they have time to do so. Information about the Mathematics Center, including its schedule, is available through the Mathematics Department (<https://www.sandiego.edu/cas/math/resources/math-center/>) website.

## Student Support Services

Student Support Services (SSS) helps to meet the "success beyond college" needs of 320 eligible students who enroll at USD from low-income and/or first generation backgrounds, and/or who have documented disabilities. Admitted students transition to USD during a one-week Bridge program. Services are provided in the academic year and summer through the senior year: advising, financial aid and personal counseling, instructional support, peer networking, mentoring, and post-BA planning. SSS strengthens its participants' abilities through academic foundations, values and support systems. It provides services to retain and graduate students, helping them to begin careers and pursue graduate education. Student Support Services is located in Barcelona, Room 301. More information is available at Student Support Services (<http://www.sandiego.edu/ss/>) or (619) 260-7580.

## 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, please visit Writing Center (<https://www.sandiego.edu/cas/math/resources/math-center/>).

## International Students and Scholars

The Office of International Students and Scholars (OISS) is responsible for all immigration matters that affect international degree-seeking students, exchange students and international visiting scholars and faculty attending or visiting USD on non-immigrant visas. The office is a centralized immigration advising office for all international students and scholars on campus.

In addition, OISS is also responsible for the welfare of USD's international students and scholars and acts as a resource and support to these individuals in the transition to a new culture and environment. Student advising includes assistance with procedures, expectations and requirements of the U.S. academic system.

- Immigration Advising
- International Orientation Program
- International Student Orientation Leadership Program

- Health Insurance Enrollment Advising
- Career planning workshops
- Community Service
- International and US cultural & social events:
  - Weekly International Coffee Hours
  - Training and outreach to USD faculty on international student issues
  - International Education Week events
  - International Expo/Cultural Fashion Show
  - International Holiday Celebrations

Finally, the office fosters opportunities to promote and encourage cross-cultural understanding.

The Office of International Students and Scholars is housed in the International Center located in Serra Hall, Room 201. For more information, call (619) 260-4598 or visit OISS (<http://www.sandiego.edu/oiss/>).

## Black Student Resource Center

The Black Student Resource Center (BSRC) provides support services to black students at all levels of recruitment, retention and graduation. The BSRC provides regular opportunities for the black community -- prospective and current students, parents, student organizations, faculty, staff and alumni -- to develop relationships, and to gather and share successes and challenges. The BSRC also specifically offers support services to black students who are the first generation to college, income-eligible (as determined by federal TRiO guidelines), and/or who have been diagnosed with a documented disability through the Disability Resource Center at USD.

The BSRC coordinates with other USD offices to ensure that effective strategic short-range and long-range planning goals are constructed and achieved for black students on campus. The BSRC services include an orientation to USD and its services, peer mentoring, leadership development through the BSRC Ambassador program, community building, academic support, educational and cultural workshops, collaboration with the preceptorial program, Living Learning Communities (LLCs), academic advising and the Black Graduate Recognition Ceremony.

The Black Student Resource Center is located in the Hahn University Center (UC), Room 113. For more information contact Ashley Barton, EdD at [acbarton@sandiego.edu](mailto:acbarton@sandiego.edu)

## Veterans Center

The University of San Diego has a long history of welcoming active duty and veteran students to our campus that predates the establishment of a NROTC unit here in 1982 (since expanded by cross-town agreements to include Army ROTC and AFROTC units as well). The USD Military & Veterans Program provides student-focused services to all USD military-connected students, from their initial consideration of higher education through services when they are enrolled as students and in their transition to alumni status. USD MVP services enhance military and veteran students' abilities to achieve their higher education and career goals, effectively, from a quality institution, while using their benefits as efficiently as possible. Active duty and veteran students should contact these individuals for answers to any specific questions. Those with general questions or who wish to comment on the experience at USD may send an e-mail message to Amanda Etter, Director Military and Veterans Program, at [aetter@sandiego.edu](mailto:aetter@sandiego.edu).

## Career Development Center

The Career Development Center supports and guides students to develop and achieve career goals that lead to meaningful lives.

### Explore

Guiding students as they explore majors and define purposeful career paths.

### Learn

Teaching students how to articulate their strengths.

### Connect

Providing opportunities to build professional networks.

The Career Development Center is located in Room 101 of Manchester Hall. It is open Monday-Friday, 8:30 a.m.-5 p.m. For more information, contact the office at (619) 260-4654, [careers@san Diego.edu](mailto:careers@san Diego.edu) or visit the Career D (<http://www.sandiego.edu/careers/development> Center (<http://www.sandiego.edu/careers/>) website.

## 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. It is open Monday-Friday, 8:30 a.m.-5 p.m., For more information, call (619) 260-4798 or visit the Center for Community Service-Learning (<http://www.sandiego.edu/csl/>) website.

## Information Resources and Facilities

### Copley Library

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

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

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

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

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

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

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

For more information, please visit Copley Library (<http://www.sandiego.edu/library/>).

### Pardee Legal Research Center

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

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

### Academic Technology Services

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



staff strategically align the ITS mission and selected technologies with academic and institutional objectives.

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

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

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

## Instructional Media Services

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

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

## 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.

For more information, please Institute of College Initiatives (<http://www.sandiego.edu/ici/>).

## College and Schools

The University of San Diego offers 42 undergraduate degrees, several with areas of specialization, 50 minors, which can be taken in conjunction with various majors, several certificate programs and teacher credential programs recognized by the California Commission on Teacher Credentialing.

Explore USD's various academic degree programs by choosing the links for:

- College of Arts and Sciences
- School of Business
- School of Leadership and Education Sciences
- Shiley-Marcos School of Engineering
- Joan B. Kroc School of Peace Studies

## College of Arts and Sciences

### Administration

Noelle Norton, PhD, Dean

Stephanie M. Bernasconi, MA, Assistant Dean

Neena Din, PhD, Associate Dean

Ronald S. Kaufmann, PhD, Associate Dean

Frances Nagem Kuhn, MBA, Assistant Dean

Kristin C. Moran, PhD, Associate Dean

Pauline Berryman Powell, MS, Assistant Dean

### Department Chairs

Emilie Amrein, DMA, Chair, Department of Music

Rae Anderson, PhD, Chair, Department of Physics and Biophysics

Bradley J. Bond, PhD, Chair, Department of Communication Studies

Esteban del Río, PhD, Chair, Department of Sociology

May Fu, PhD, Chair, Department of Ethnic Studies

Russell Fuller, PhD, Chair, Department of Theology and Religious Studies

Michael Gonzalez, PhD, Chair, Department of History

Sarah Gray, PhD, Chair, Department of Environmental and Ocean Sciences

Jerome L. Hall, PhD, Chair, Department of Anthropology

Michael Ichiyama, PhD, Chair, Department of Psychological Sciences



Rebecca Ingram, PhD, Chair, Department of Languages, Cultures and Literatures

Sue Lowery, PhD, Chair, Department of Biology

Juliana Maxim, PhD, Chair, Department of Art, Architecture + Art History

Cameron Parker, PhD, Chair, Department of Mathematics

Atreyee Phukan, PhD, Chair, Department of English

Joseph Provost, PhD, Chair, Department of Chemistry and Biochemistry

Scott Ripley, MFA, Chair, Department of Theatre

David Shirk, PhD, Chair, Department of Political Science and International Relations

Mark Woods, PhD, Chair, Department of Philosophy

## Academic Program Directors

Ryan Abrecht, PhD, Director, Classical Studies Program

Margaret Daley, PhD, Director, Liberal Studies Program

Victoria Fu, MFA, Co-Director, Film Studies Program

Maura Giles-Watson, PhD, Co-Director, Medieval and Renaissance Studies Program

Antonieta Mercado, PhD, Director, Latin American Studies Program

TBD, Director, Performing Arts Entrepreneurship Program

Gary Jones, PhD, JD, MPH, Director, Biomedical Ethics Program

Marcelle Maese, PhD, Director, Women's and Gender Studies Program

Thomas Barton, PhD, Co-Director, Medieval and Renaissance Studies Program

Atreyee Phukan, PhD, Director, Interdisciplinary Humanities Program

Eric Pierson, PhD, Co-Director, Film Studies Program

Yi Sun, PhD, Director, Asian Studies Program

T.J. Tallie, PhD, Director, Africana Studies Program

J. Michael Williams, JD, PhD, Director, Changemaking Program

Matt Zwolinski, PhD, Director, Philosophy, Politics and Economics Program

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

The intellectual vitality of arts and sciences is manifested at three levels:

1. Exposure to the most current information on our complex social and physical worlds

2. Cross-disciplinary integration of methods and perspectives

3. Rigorous application through writing, research, oral communication, creative expression and personal-career development.

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

## Compass Career Readiness Program

In addition to satisfying the university requirements for the bachelor's degree, each student with a major in the College of Arts and Sciences must complete the Compass Career Readiness Program. The Compass Program is designed to support students as they navigate the transition to their post-graduate life. Through the program, students will learn to recognize the connections between their interests and academic choices. They will also explore how academic experiences can be translated into career opportunities, valuable skills and professional networks. In short, Compass will enhance the student's understanding of a USD degree by emphasizing the value of their liberal arts education and its application to their future goals.

## Program Requirements: Complete 10 Compass Points

Four Core Points, which can be satisfied by:

1. Participating in an orientation after declaring the major (1 pt)
2. Attending a networking event (1 pt)
3. Attending an Articulating the Value of your Liberal Arts session (1 pt)
4. Completing the Senior Survey during the final semester at USD (1 pt)

Six Flexible Points, which can be satisfied by attending Compass Program events and/or participating in experiential education, for example, internships, research.

## Student Participation in the Compass Program

- A student declares a major in the College of Arts and Sciences. After declaration, the student receives an email from the Career Development Center and the Dean's Office, welcoming them to the College and letting them know that they can complete an orientation that explains the Compass program. Transfer students may attend a Compass orientation as part of the Transfer Orientation process.
- After declaring their major, a student must complete the Compass Program requirements at least 30 days before their graduation. A student can earn up to three of the flexible points prior to declaring a major.
- Students can track their progress toward completion of the Compass Program through the MySanDiego portal.
- Students who double major only complete one USD career readiness program. Students who switch majors to a new academic unit may take their points with them.

For more information visit, Compass Career Readiness Program (<http://www.sandiego.edu/cas/student-opportunities/careers/>).

## Africana Studies (AFST) Program Director

T.J. Tallie, PhD, History

Affiliated Faculty

- Corey Barnes, PhD, Philosophy
- Jamall Calloway, PhD, Theology and Religious Studies
- Christopher Carter, PhD, Theology and Religious Studies
- Carlton Floyd, PhD, English
- Cory Gooding, PhD, Political Science and International Relations
- Sylvie Ngilla McGraw, PhD, Languages, Cultures and Literatures
- Channon Miller, PhD, History
- Jesse Mills, PhD, Ethnic Studies
- Angela Nurse, PhD, Sociology
- Eric Pierson, PhD, Communication Studies
- Jillian Tullis, PhD, Communication Studies
- Michele Watkins, PhD, Theology and Religious Studies

Africana Studies is at its core a multifaceted appreciation of Black peoples, broadly construed. This includes the African continent, the wider diaspora, and African-Americans. Africana Studies borrows from a wide range of disciplines in order to discuss, describe, and debate the many contributions of Black peoples around the globe. A student who graduates from USD with a minor in Africana Studies will leave with a nuanced and interconnected understanding of Black thought, artwork, and cultural production from a variety of geographical locations and methodological approaches.

The Africana Studies Minor

18 units total, including at least 9 upper-division units. The minor requires one Africana Studies course (AFST 100 or AFST 101) and 15 units of electives from at least three different departments.

Code	Title	Units
Students are required to take the following:		
AFST 100	Fundamentals of Africana Studies I	3
or AFST 101	Fundamentals of Africana Studies II	
Select at least 15 units from the following list. Courses must be taken from at least three different departments. At least nine units must be upper-division.		15
<b>Ethnic Studies</b>		
ETHN 220	Introduction To African-American Studies	
ETHN 321C	African American Panethnicity	
ETHN 322	African American Civil Rights	
ETHN 323	African American Music and Culture	
<b>History</b>		
HIST 121	Africa to 1800	
HIST 122	Africa Since 1800	
HIST 172	Fundamentals of Africana Studies I	
HIST 128	African American History	
HIST 302	History of South Africa	
HIST 304	Africa in the Western Imagination	
HIST 385	African American Women	
<b>Languages, Cultures and Literatures</b>		
FREN 322	Survey of Francophone Literature	

FREN 409	Contemporary African Francophone Theatre
Political Science and International Relations	
POLS 305	Black Political Thought
POLS 318	Black Politics
Theology and Religious Studies	
THRS 125	Fundamentals of Africana Studies II
THRS 365	Black and Womanist Theologies
THRS 377	The Theologies of Martin Luther King, Jr. & Malcolm X
Additional courses with an Africana focus may be used to satisfy the elective requirement in the Africana Studies minor. Examples include: ENGL 230, HIST 309, THRS 394. Consult with the AFST director for information about these and other courses.	
Total Units	18

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**AFST 100 | FUNDAMENTALS OF AFRICANA STUDIES I**  
**Units: 3 Repeatability: No**  
**Core Attributes: Historical Inquiry area**  
This course focuses on the interconnections of people that have originated on the continent we know as Africa, and their journeys into the wider world. It is a story of triumph, of disaster, of hope and heartbreak and isolation. It is the story of violence and artistic brilliance, of success and destruction. It is the story of Africa, the diaspora, and the wider world. After taking this class, students should have a working knowledge of many of the major events of African history as well as developed necessary critical thinking and close reading skills. The writing component of the course will further teach students to synthesize their ideas into clear and well-supported arguments. A student leaving this course will be a better writer, a stronger arguer, and capable of making long-range connections between the peoples of Africa who have impacted our wider world. Cross-listed with HIST 172.

**AFST 101 | FUNDAMENTALS OF AFRICANA STUDIES II**  
**Units: 3 Repeatability: No**  
**Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area**  
This course studies the history and development of religion and theology during and after the transatlantic slave trade. We will look at the development of Catholicism in its relation to African Traditional Religions and evaluate how they influenced and altered Black religious beliefs in the modern world.

Anthropology

Chair  
Jerome L. Hall, PhD

Faculty  
Marni LaFleur, PhD

Jennifer Parkinson, PhD

Anthropology is the study of being human, culturally and biologically, currently and in the past. The objectives of the anthropology program demonstrate a global perspective and focus on the concept of culture and the fact of human biology. Analytical studies of human behavior contribute temporal and cross-cultural comparative perspectives to the larger body of scientific inquiry, thus grounding the student in fundamental concepts. As the holistic discipline of being human, anthropology has application for all fields of endeavor. Courses in anthropology are particularly suitable for students interested in international business, resource

management, environmental concerns, teaching, educational administration, libraries, public service, government programs and archaeology.

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

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

Resources of the anthropology program include the Anthropology Museum, the David W. May American Indian Collection & Gallery, Archaeological Field Schools, the Anthropology Laboratory and the Research Associates.

## The Social Science Teaching Credential

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

## The Anthropology Major

### Recommended Preparation for the Major

Code	Title	Units
ANTH 101	Introduction to Biological Anthropology	3
ANTH 102	Introduction to Cultural Anthropology	3
ANTH 103	Introduction to Archaeology	3

### Major Requirements

Coursework chosen in consultation with the advisor, including:

Code	Title	Units
ANTH 300	Research Seminar	3
ANTH 349	Writing Anthropology	3
ANTH 460	Ethnographic Field Methods	3

#### Biological Anthropology

Select one of the following: 3-4

ANTH 310	Human Evolution
ANTH 311	Monkey Business: Behavior and Ecology of Primates
ANTH 312	Paleopathology
ANTH 313	Forensic Anthropology
ANTH 314	Bones: Human Osteology
ANTH 315	Modern Human Variation
ANTH 343	The Ancient Dead: Bioarchaeology
ANTH 411	Planet of the Great Apes: Ecology and Evolution of Humankind's Closest Relatives

#### Cultural Anthropology

Select one of the following: 3

ANTH 320	North American Indian Cultures
ANTH 321	California and Great Basin Indian Cultures
ANTH 323	Southwest Indian Cultures
ANTH 327	South American Indian Cultures
ANTH 328	Caribbean Cultures
ANTH 360	Nautical Anthropology of California
ANTH 362	Piracy in the New World
ANTH 364	Surf Culture And History

ANTH 370	Indigenous Religions
ANTH 380	Cultural Diversity
<b>Archaeology</b>	
Select one of the following: 3	
ANTH 330	North American Archaeology
ANTH 331	Southwestern Archaeology
ANTH 334	South American Archaeology
ANTH 335	Nautical Archaeology
ANTH 339	Post Medieval Seafaring and Empire
ANTH 343	The Ancient Dead: Bioarchaeology
ANTH 350	Peopling of the Americas
ANTH 385	Native Peoples of Northwest Europe
ANTH 390	Archaeology of the Bible
ANTH 463	Antiquities: Who Owns the Past?
ANTH elective courses 6	
<b>Total Units 24-25</b>	

## The Anthropology Minor

Code	Title	Units
ANTH 101	Introduction to Biological Anthropology	3
ANTH 102	Introduction to Cultural Anthropology	3
ANTH 103	Introduction to Archaeology	3
Nine upper-division units		9

### ANTH 101 | INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY

Units: 4 Repeatability: No

**Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area**

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

### ANTH 101L | INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY LAB

Units: 1 Repeatability: No

**Core Attributes: Science/Tech Inquiry area**

**Non-Core Attributes: Lab**

Corequisites: ANTH 101

This laboratory course will provide students with hands on experience working with fundamental concepts in biological anthropology including evolutionary mechanisms, genetics, comparative primate biology, the human fossil record, and modern human variation. Must be taken in conjunction with ANTH 101 lecture. Every semester.

### ANTH 102 | INTRODUCTION TO CULTURAL ANTHROPOLOGY

Units: 3 Repeatability: No

**Core Attributes: Social/Behavioral Inquiry area**

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

### ANTH 103 | INTRODUCTION TO ARCHAEOLOGY

Units: 3 Repeatability: No

**Core Attributes: Social/Behavioral Inquiry area**

A discussion of the techniques and concepts used by archaeologists to understand humankind through material culture. Every semester.

**ANTH 300 | RESEARCH SEMINAR****Units: 3**

A course wherein students develop a special topic that contributes new knowledge in the discipline. Research includes laboratory, field, or library investigation.

**ANTH 310 | HUMAN EVOLUTION****Units: 3 Repeatability: No**

Prerequisites: ANTH 101

This course offers an overview of the fossil evidence for human evolution. Students will become familiar with basic principles of biological classification and nomenclature and with the anatomical features characteristic of different hominin species. They will also explore methods of reconstructing behavioral attributes from skeletal and archaeological data and gain a detailed knowledge of current theoretical perspectives in palaeoanthropology.

**ANTH 311 | MONKEY BUSINESS: BEHAVIOR AND ECOLOGY OF PRIMATES****Units: 4 Repeatability: No**

**Core Attributes: Quantitative reasoning comp**

**Non-Core Attributes: Lab**

Prerequisites: ANTH 101 and ANTH 101L

An introduction to the study of non-human primates (prosimians, tarsiers, monkeys, and apes). This course will examine the behavior, ecology, evolution, and conservation of extant primates. The inquiry based-lab introduces methods commonly used in animal behavior, and allows students to test hypotheses within an ecological and evolutionary framework. Laboratory exercises will be conducted at the San Diego Zoo.

**ANTH 312 | PALEOPATHOLOGY****Units: 3**

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

**ANTH 313 | FORENSIC ANTHROPOLOGY****Units: 3**

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

**ANTH 314 | BONES: HUMAN OSTEOLOGY****Units: 3**

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

**ANTH 315 | MODERN HUMAN VARIATION****Units: 3**

The course surveys the biological variation within and among human populations. After covering the basic principles of genetics and evolutionary theory, the course examines the genetic, physical, and behavioral traits found in our species, including adaptations to disease, temperature, altitude, and nutritional needs. These traits will be considered from a cultural and scientific perspective, and the evolutionary and cultural processes that have shaped these traits will be discussed. The course will also explore how culture can influence our understanding of human biology, and how studies of human variation have impacted society in the past and present. Strongly recommend ANTH 101 as preparation.

**ANTH 316 | PRIMATE EVOLUTIONARY ANATOMY****Units: 3 Repeatability: No**

The course will: a) survey the anatomy of the living primates and review different anatomical systems and behaviors across species from a structural, functional, and evolutionary perspective; b) examine aspects of the primate fossil record, including adaptations unique to our own lineage: the hominins; and c) make use of primate skeletal casts to link aspects of skeletal structure with soft tissue anatomy. Emphasis will be given to understanding the ways in which anatomy is correlated with behavior.

**ANTH 317 | ZOOARCHAEOLOGY: THE ARCHAEOLOGY OF ANIMALS****Units: 3 Repeatability: No**

Prerequisites: ANTH 101 and ANTH 102

This course focuses on theories and methods for studying animal skeletal remains from archaeological sites. Particular attention will be paid to identification and quantification of zooarchaeological material, to various cultural and natural processes that affect animal bones pre- and post-burial, and to the use of faunal remains for determining past human diets and environments.

**ANTH 320 | NORTH AMERICAN INDIAN CULTURES****Units: 3 Repeatability: No**

**Core Attributes: Domestic Diversity level 1**

Prerequisites: ANTH 102

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

**ANTH 321 | CALIFORNIA AND GREAT BASIN INDIAN CULTURES****Units: 3 Repeatability: No**

An overview of the environment and cultural history of native California and the neighboring Great Basin region. Close examination of Southern California groups: Gabrieleño, Serrano, Cahuilla, Cupeño, Luiseño, and Kumeyaay cultures and contemporary issues. Lecture-discussions, ethnographies, biographies, and California Indian guest lecturers. Field trips may be included.

**ANTH 323 | SOUTHWEST INDIAN CULTURES****Units: 3 Repeatability: No**

Prerequisites: ANTH 102

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

**ANTH 327 | SOUTH AMERICAN INDIAN CULTURES****Units: 3**

A survey of the aboriginal populations of South America; origins and development of culture types as revealed by archaeology, biological anthropology, colonial writings, and modern ethnographic studies.



**ANTH 328 | CARIBBEAN CULTURES****Units: 3**

A survey of the environments, ethnohistory, cultures, and current concerns of the peoples of the Caribbean region, including the Greater and Lesser Antilles and the east coast of Central America.

**ANTH 331 | SOUTHWESTERN ARCHAEOLOGY****Units: 3**

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

**ANTH 334 | SOUTH AMERICAN ARCHAEOLOGY****Units: 3**

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

**ANTH 335 | NAUTICAL ARCHAEOLOGY****Units: 3**

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

**ANTH 339 | POST MEDIEVAL SEAFARING AND EMPIRE****Units: 3**

A survey course that examines the advents of shipbuilding and seafaring to promote Empire in the New World. Beginning with Columbus' voyages at the close of the fifteenth century and concluding with the American Civil War, students will utilize archaeological and historical sources to better understand colonization, waterborne commerce, and naval warfare.

**ANTH 341 | MUSEOLOGY****Units: 3**

An introduction to museum work combining theory, critique, and practice. The course presents the history of museums, the development of curation and conservation practices, and focuses on the educational role of modern museums through exhibit design and installation. Field trips to local museums and galleries are requisite.

**ANTH 343 | THE ANCIENT DEAD: BIOARCHAEOLOGY****Units: 3**

An examination of how archaeologists and biological anthropologists excavate and analyze the remains of past societies. Students are introduced to the theories, methods, and techniques of fieldwork and laboratory analysis. Basic skeletal and artifact analysis is the core of the course. Lectures, readings, group discussions, digital presentations, and guest speakers are also included. Field trips may supplement the core material.

**ANTH 349 | WRITING ANTHROPOLOGY****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

A practicum in anthropological writing including professional publication (books and journals), grant proposals (both for funds and fellowships), popular journals, museum exhibition catalogs, and electronic media. Students in this course will learn to communicate effectively in various formats following guidelines established by the American Anthropological Association, American Association of Museums, and funding agencies such as the National Science Foundation.

**ANTH 350 | PEOPLING OF THE AMERICAS****Units: 3**

When 16th century Europeans arrived in the New World they found it densely inhabited. Speculation then began as to who the people were, where they had come from, and when they had arrived. From the Ten Lost Tribes of Israel to the ancestors of the Ainu, no group seems to have been exempt from consideration. In this survey course we examine various claims for places of origin and times of arrival. We investigate the level and weight of available evidence, and learn how to scientifically evaluate it. Archaeological, geological, bioanthropological, linguistic, genetic, and maritime data are brought to bear on the question.

**ANTH 353 | PLANTS AND ANIMALS IN SOUTHWESTERN MYTHOLOGY****Units: 3 Repeatability: No**

Prerequisites: ANTH 102

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

**ANTH 354 | ORIGIN MYTHS OF THE SOUTHWEST****Units: 3 Repeatability: No**

Prerequisites: ANTH 102

A survey of the mythology of four major groups of Native Americans from the Greater Southwest — Yumans, Pimans, Puebloans, and Athabascans or Apacheans. Origin myths from these groups include creation, emergence, dispersal, and flood stories as well as flute lore and dying-god stories. The course examines how myths function in the four groups, how they reflect the subsistence base, worldviews, and individual and community needs; it also looks at myth as an art form.

**ANTH 360 | NAUTICAL ANTHROPOLOGY OF CALIFORNIA****Units: 3**

A survey course that examines the advent of seafaring in California, from the Paleolithic to Modern Ages. Students will utilize archaeological and historical sources to explore a variety of strategies for resource utilization, water-borne commerce, and the burgeoning naval defense industry, beginning with early coastal settlers and ending in the 21st century. Emphasis will be placed on San Diego's maritime history.

**ANTH 362 | PIRACY IN THE NEW WORLD****Units: 3 Repeatability: No**

An examination of the sociology of seafaring communities through the historical record of piratical activity, the economic impact of piracy on contemporary societies, the archaeological evidence of pirate ventures, the sensationalism of pirate legend, and the cultural responses to the influences of the pirate phenomenon.

**ANTH 364 | SURF CULTURE AND HISTORY****Units: 3**

This course examines the historical and socio-cultural components of one of Southern California's fastest growing leisure activities. Successful participation in this sport and membership in its local subcultures are contingent upon specialized knowledge of geography, wave physics, weather patterns, ocean biota, board design, and the often complex yet subtle intricacies of regional customs. Emphasis is placed on surfing's Polynesian roots and their transmission — via the Hawaiian Islands — to Southern California, whence surf music, literature, art, and movies have become ambassadors for an international phenomenon.

**ANTH 370 | INDIGENOUS RELIGIONS****Units: 3**

An examination of the elements, forms, and symbolism of religion among indigenous peoples; role of religion in society; anthropological theories of belief systems.



**ANTH 380 | CULTURAL DIVERSITY****Units: 3**

A cross-cultural study of social systems; principles of organization and relationships of society to ecological conditions; methodology of comparisons; and ethnographic materials.

**ANTH 385 | NATIVE PEOPLES OF NORTHWEST EUROPE****Units: 3**

A survey of the origins and migrations of the indigenous people of northwest Europe from Paleolithic times into the historic period, with a focus on the peoples who became known as the "Anglos." The methodologies of archaeology, history, and the bioanthropology are used to understand these native populations.

**ANTH 390 | ARCHAEOLOGY OF THE BIBLE****Units: 3**

A two-fold broad-based survey emphasizing historical contexts, archaeological sites, and material culture from the Early Bronze through Iron Ages in the Eastern Mediterranean world, corresponding to historical and literary references in the 1) Bible ("Tanakh") and 2) Christian New Testament.

**ANTH 410 | SOCIAL CHANGE: GLOBAL PERSPECTIVES****Units: 3 Repeatability: No**

Using sociological perspectives on the roles of cultural beliefs and social practices in shaping people's lives, this course offers an overview of the organizing principles of society that resulted in the transition of pre-industrial societies to modern industrial states. The goals of the course are to make students aware of the power that social and cultural structures hold over them, of the fact that different societies will necessarily hold disparate views on how societies should be organized, and of the means to assess social/cultural differences in a nonjudgmental way. Topics covered include the technological bases of social organization, sex and gender stratification, demography, nationalism, religion, and civil society.

**ANTH 411 | PLANET OF THE GREAT APES: ECOLOGY AND EVOLUTION OF HUMANKIND'S CLOSEST RELATIVES****Units: 4 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: ANTH 101 or ANTH 101L or ANTH 311

The course examines the natural history, behavior, ecology, and life history of each of the great apes including: orangutans, gorillas, bonobos, and chimpanzees. The course will also consider conservation issues facing wild great apes, the welfare of apes in captivity, and ethical debates on ape "personhood" and other controversies of humankind's closest living relatives. Insights gathered shed light on human's shared evolutionary history with other great apes, and are applicable to the future survival of all great ape species.

**ANTH 420 | METHOD AND THEORY IN ARCHAEOLOGY****Units: 3 Repeatability: No**

The purpose of the course is to study the theory, methods, and techniques of archaeological studies in detail. Emphasis will be on theory and analytical methods (particularly dating) but will include discussions on survey and excavation. The scientific method, including research design, will also be emphasized.

**ANTH 430 | CULTURAL ECOLOGY****Units: 3 Repeatability: No**

The course examines the basic relationships between people and both the natural and cultural environment. An understanding of biological adaptation and the role of culture in interacting and adapting to the environment is emphasized. A focus of the course is on extant traditional societies but the concepts apply to all societies. The application of an understanding of traditional practices in the modern world is also considered.

**ANTH 460 | ETHNOGRAPHIC FIELD METHODS****Units: 3**

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

**ANTH 463 | ANTIQUITIES: WHO OWNS THE PAST?****Units: 3**

An anthropological investigation of ethical ownership of the past. The black-market in antiquities is a multi-million dollar a year business despite the attempt of most countries to stake legal claim to such objects as national patrimony. This course examines the current chain of events in antiquities trafficking, from the peasant digging in his field to sales in the world's premier auction houses. It also examines the means by which most of the world's museums came by their antiquities collections and the controversy concerning their continued ownership.

**ANTH 470 | SHAMANS, ART AND CREATIVITY****Units: 3**

An investigation of the phenomenon of art in human society from earliest times to the present. The course considers art as an integral part of culture and examines the role of the shaman in art's origins. The course samples a wide range of art traditions in their cultural context, such as that of the Huichols of northwestern Mexico, the Shipibo of eastern Peru, and the Tungus reindeer herders of Siberia.

**ANTH 494 | SPECIAL TOPICS IN ANTHROPOLOGY****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

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

**ANTH 496 | RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential****ANTH 498 | INTERNSHIP****Units: 3****Non-Core Attributes: Experiential**

An apprenticeship to be undertaken within the San Diego anthropological community (that is, San Diego Museum of Man, the San Diego Archaeological Center, the Office of the San Diego County Archaeologist, CALTRANS, Mingei International Museum, etc.). The apprenticeship will be developed by the student, his or her mentor, and the Department of Anthropology. Prereq: consent of department chair. Every semester.

**ANTH 499 | INDEPENDENT STUDY****Units: 1-3****Non-Core Attributes: Experiential**

A project developed by the student in coordination with an instructor that investigates a field of interest to the student not normally covered by established anthropology courses. Prereq: consent of instructor and department chair. Every semester.

## Art, Architecture + Art History

### Chair

Juliana Maxim, PhD

### Faculty

Can Bilsel, PhD

Derrick Cartwright, PhD

Victoria Fu, MFA

John Halaka, MFA

Farrah Karapetian, MFA

Daniel López-Pérez, PhD

Saba Oskoui, MFA

Jessica Lee Patterson, PhD

Matthew Rich, MFA

Shannon Starkey, MA

Allison Wiese, MFA

Sally E. Yard, PhD

## The Majors

The Department of Art, Architecture + Art History is home to visual arts, architecture and art history majors. Our students are introduced to a great variety of artistic practices, both traditional and emerging, before concentrating in one of these disciplines. Dedicated to exploring the creative practices at the forefront of our disciplines, we believe that art and architecture not only mirror the society in which they are produced, but also shape it: we are most interested in art's potential to offer a critique of culture and help envision a better environment for the future.

## Architecture

The architecture major is a pre-professional program leading to a BA degree within the four-year curriculum of the College of Arts and Sciences. Its primary goal is to introduce students to architecture as a cultural practice that structures both the physical and social environment. In addition to core courses in architectural history, analysis and design, architecture majors will be introduced to a wide range of disciplines and creative studio practices that contribute to an architect's breadth of knowledge and problem-solving skills.

The architecture major also prepares students for graduate programs in architecture and the allied fields such as landscape architecture, interior design, urban design, urban planning, historic preservation, art and architectural history. Students interested in moving to careers in civil engineering, real estate, or working for international, public or non-governmental development agencies are encouraged to amplify the architecture major with courses in engineering and/or a second major or a minor in environmental studies, business administration, sociology, ethnic studies or international relations.

## The Architecture Major

### Preparation for the Major

#### Lower-Division Courses

Code	Title	Units
ARCH 101	Introduction to Architecture Studio	4
ARCH 201	Architectural Design Studio I	4
<b>Foundations in the History and Theory of Architecture</b>		
ARCH 121	Introduction to Modern Architecture	3
ARCH 221	Architecture and Theory since 1945	3
<b>Lower-division course in Studio Arts</b>		
Select one of the following:		3-4
ARTV 101	Fundamentals of Drawing	

ARTV 102	Color
ARTV 103	Design Foundations
ARTV 105	Introduction to Sculpture
ARTV 108	Introduction to Film / Video
ARTV 160	Introductory Photography
THEA 220	Fundamentals of Theatrical Design
<b>Total Units</b>	<b>17-18</b>

### Upper-Division Requirements

Code	Title	Units
<b>Architectural Design</b>		
ARCH 301	Architectural Design Studio II	4
ARCH 302	Architectural Design Vertical Studio (may be repeated for credit)	4
<b>History and Theory of Architecture and the City</b>		
Select three of the following:		9
ARCH 136	The Year 1500: A Global History of Art and Architecture	
ARCH 320	Money By Design: Architecture and Political Economy	
ARCH 321	City and Utopia: Introduction to History of Urbanism	
ARCH 323	Memory, Monument, Museum: Studies in Historic Preservation	
ARCH 327	Architecture and Decolonization	
ARCH 330	Special Topics in the History of Architecture and Design	
ARCH 340	Biographies of World Cities	
ARCH 350	Theories of Organicism	
ARCH 384	Seminar in Art and Architecture	
<b>Elective from outside the Architecture Major</b>		
Select one of the following:		3-4
ARTH 354	Art Since 1960	
ARTH 360	Asia Modern	
ARTH 393	Critical Methods in the Analysis of Visual Culture	
ARTH 494	Special Topics in Art History (Formerly 394)	
ARTV 304	Introduction to Printmaking	
ARTV 369	Intermediate / Advanced Sculpture	
ARTV 370	Designing for Social Space	
ARTV 371	Sculpture / Landscape	
ARTV 424	Art and the Soundscape	
EOSC 313	Geospatial Information Systems for Organizations	
EOSC 314	Introduction to Maps and Spatial Data Analysis	
EOSC 415	Geographic Information Systems	
EOSC 420	Introduction to Remote Sensing	
EOSC 485	Environmental Geology	
ETHN 361	Immigration at US-Mexico Border: Ethnicity, Race & Gender	
HIST 343	History of Germany Since 1945	
HIST 347	Topics in Modern Europe	
HIST 390	Topics in Public History	
HIST 392	History in the Community	
HIST 393	Museum Studies and Historic Preservation	
POLS 342	Public Policy	
THEA 320	Scenic Design	

### Upper-Division Electives in Architecture, Visual Arts, Art History

Select at least six units from ARCH, ARTV, ARTH 301 or higher	6
<b>Architectural Research and Thesis</b>	
ARCH 495 Senior Project Studio Seminar	4
ARCH 496 Senior Thesis in Architecture	4
<b>Total Units</b>	<b>34-35</b>

## Architecture Study Abroad

No more than a total of two study abroad courses can be counted toward Architecture major credit.

## Recommended Program of Study, Architecture

### Freshman Year

<b>Semester I</b>			
ARCH 101	Introduction to Architecture Studio	4	
Core curriculum or electives			

### Semester II

ARCH 121	Introduction to Modern Architecture	3	
Select one of the following courses:			
ARTV 101	Fundamentals of Drawing	4	
ARTV 102	Color		
ARTV 103	Design Foundations		
ARTV 105	Introduction to Sculpture		
ARTV 108	Introduction to Film / Video		
ARTV 160	Introductory Photography (Studio Arts elective)		
Core curriculum or electives			

### Sophomore Year

#### Semester I

ARCH 201	Architectural Design Studio I	4	
Core curriculum or electives			

#### Semester II

ARCH 221	Architecture and Theory since 1945	3	
Core curriculum or electives			

#### Semester III (Summer)

ARCH 340	Biographies of World Cities	3	
(Study Abroad course recommended but not required)			

### Junior Year

#### Semester I

ARCH 301	Architectural Design Studio II	4	
Select one of the following courses:			
ARCH 320	Money By Design: Architecture and Political Economy	3	
ARCH 321	City and Utopia: Introduction to History of Urbanism		
ARCH 323	Memory, Monument, Museum: Studies in Historic Preservation		
ARCH 330	Special Topics in the History of Architecture and Design		
ARCH 340	Biographies of World Cities		
Electives			

#### Semester II

ARCH 302	Architectural Design Vertical Studio	4	
Select one of the following courses:			

ARCH 320	Money By Design: Architecture and Political Economy	3	
ARCH 321	City and Utopia: Introduction to History of Urbanism		
ARCH 323	Memory, Monument, Museum: Studies in Historic Preservation		
ARCH 330	Special Topics in the History of Architecture and Design		
ARCH 340	Biographies of World Cities		
Upper-division elective in ENVI, ETHN, HIST, SOCI, THEA (see list) electives			

### Senior Year

<b>Semester I</b>			
ARCH 495	Senior Project Studio Seminar	4	
Select one of the following:			

ARCH 301	Architectural Design Studio II	3	
Upper-Division Department Elective			
Electives			

### Semester II

ARCH 496	Senior Thesis in Architecture	4	
Select one of the following:			

ARCH 301	Architectural Design Studio II (or higher)	3	
Upper-Division Department Elective			
Electives			

## The Architecture Minor

The architecture minor provides students a foundation in the history and theory of architecture and the city in addition to basic design skills.

The minor requires the completion of 6 courses with a total of 21 units as listed below:

Code	Title	Units
<b>Architectural Design</b>		
ARCH 101	Introduction to Architecture Studio	4
ARCH 201	Architectural Design Studio I	4
Select one of the following:		
ARCH 301	Architectural Design Studio II	4
or		
ARCH 302	Architectural Design Vertical Studio	4
<b>History and Theory of Architecture and the City</b>		
ARCH 121	Introduction to Modern Architecture	3
Select 6 units from the following:		
ARCH 221	Architecture and Theory since 1945	3
ARCH 320	Money By Design: Architecture and Political Economy	3
ARCH 321	City and Utopia: Introduction to History of Urbanism	3
ARCH 323	Memory, Monument, Museum: Studies in Historic Preservation	3
ARCH 330	Special Topics in the History of Architecture and Design	3
ARCH 340	Biographies of World Cities	3

## ARCH 384 Seminar in Art and Architecture

## Total Units

21

**ARCH 101 | INTRODUCTION TO ARCHITECTURE STUDIO****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area**

An introduction to the fundamentals of the discipline of architecture. The purpose of this course is to offer, to any student, an introduction to the basic steps of design as it is done in architecture. Through a series of assignments of increasing complexity and scale, the studio explores the skills of drawing, sketching, and model building, and introduces a range of architectural ideas and issues that form the foundation of the discipline. Methods of instruction include studio work, desk critiques, tutorials and lectures.

**ARCH 121 | INTRODUCTION TO MODERN ARCHITECTURE****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

A survey of the intellectual origins, artistic concerns and utopian programs of the Modern Movement in architecture. The course examines how modern architecture responded to the social, political, and technological changes in the years between 1750 and 1960. Topics include a wide range of debates on class, race, gender, nationalism, and colonialism, linking them to the questions of housing, domesticity, privacy, and standardization, as well as to the formal vocabularies of modern architecture.

**ARCH 136 | THE YEAR 1500: A GLOBAL HISTORY OF ART AND ARCHITECTURE****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This survey introduces students to the art and architecture of some of the many cultures that flourished around the year 1500: Italy and the Netherlands, the Ottoman empire, the Safavid dynasty in Iran, the rising Mughals in India, the Ming dynasty in China, and the Muromachi shogunate in Japan. The class discusses these artistic traditions in their own right, while at the same time emphasizing thematic and stylistic relationships and cross-cultural influences. The survey challenges the primacy of European artistic norms, and invites students to experience the diversity and complexity of the definition of art in the age of exploration. Cross-listed as ARTH 136.

**ARCH 201 | ARCHITECTURAL DESIGN STUDIO I****Units: 4 Repeatability: No**

Prerequisites: ARCH 101

In this studio, students explore and design housing types at different densities through the basic representational techniques of architecture: plan, section, elevation, axonometric projection and model-making. Under the theme of the house, a series of assignments introduce the students to the various scales of architectural intervention, from the dimensions of the human body all the way to the territory of the city. (3 hours lecture, 3 hours studio/lab weekly. Additional special workshop hours in the computer lab or woodshop may also be scheduled as needed.).

**ARCH 221 | ARCHITECTURE AND THEORY SINCE 1945****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARTH 221. Prior completion of ARCH /ARTH 121 recommended.

**ARCH 275 | STUDY ABROAD IN ARCHITECTURE****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An investigation of site-specific issues or topics in architecture and urbanism, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARCH 275 can be taken concurrently during a study abroad semester or summer.

**ARCH 294 | SPECIAL TOPICS IN ARCHITECTURE****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

An investigation of select issues in architecture. May be repeated when topic changes. Students may enroll concurrently if topic differs.

**ARCH 301 | ARCHITECTURAL DESIGN STUDIO II****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARCH 101 or ARCH 102 or ARCH 201

This design studio course explores architecture as a cultural practice that structures both the physical and the social environment. A number of exercises will introduce the students to questions surrounding a wide range of scales of inhabitation, from the scale of the body to that of the campus, city and region. The design studio will address the inherent material, environmental, cultural and social issues that form these questions. Students can also expect to reach technical competency in a full range of design media, including drawing, model-making and computer aided design. (3 hours of lecture, 3 hours of studio/lab weekly. Additional special workshop hours in the computer lab, metal or woodshop may also be scheduled as needed.).

**ARCH 302 | ARCHITECTURAL DESIGN VERTICAL STUDIO****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARCH 101 or ARCH 102 or ARCH 201

This is a thematic and thesis-driven studio that allows students of various levels and design skills to work together and learn from each other's experiences. Interested Sophomores may be admitted to this course, along with Juniors and Seniors, provided that they have successfully completed ARCH 101 or 102 and obtained the instructor's permission. The studio assignments will encourage teamwork, independent thinking and accelerated learning. (3 hours of lecture or faculty-led seminar, 3 hours of studio/lab weekly. Additional special workshop hours in the computer lab, metal or woodshop may also be scheduled as needed.).

**ARCH 320 | MONEY BY DESIGN: ARCHITECTURE AND POLITICAL ECONOMY****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

The course articulates the ways in which architecture as a physical object and a cultural practice influences and is influenced by political economy since the mid-16th century to today. The outline mashes up two conventionally disparate bodies of literature: architectural history and economic history. When architecture no longer operates in a direct, unmediated relationship between individuals, it meets economic forces and the pressures of the market. The course illustrates the cycle of creative destruction that characterizes the spread of capitalism, tuning into the architectural opportunities that occur periodically in each step capital takes backward before taking two steps forward.

**ARCH 321 | CITY AND UTOPIA: INTRODUCTION TO HISTORY OF URBANISM****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course surveys the relation between social and physical space in the formation of modern cities, as well as in the formation of modern disciplines, city planning and urban design. It examines how the projects of social reform and political control shaped the grand urban projects and the "master plans" of the 19th and 20th century. This course is intended to introduce students to a history of ideas in modern urbanism and enhance their understanding of the city as a symbolic form. Cross-listed as ARTH 321.



**ARCH 322 | CONTEMPORARY ARCHITECTURE****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Artistic Inquiry area**

This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARTH 322.

**ARCH 323 | MEMORY, MONUMENT, MUSEUM: STUDIES IN HISTORIC PRESERVATION****Units: 3****Core Attributes: Advanced writing competency, Artistic Inquiry area**

This class introduces students to the contemporary debates and practices in art, museology, and historic preservation by focusing on the changing definitions of the monument, the souvenir, collecting, collective memory and the museum. Cross-listed as ARTH 323.

**ARCH 325 | PRACTICUM IN ARCHITECTURE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

A practical course of limited hours or short duration, focusing on a specific architectural project.

**ARCH 327 | ARCHITECTURE AND DECOLONIZATION****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

This course examines the ways architecture, urban planning and real estate have been implicated in the histories of colonialism—understood broadly as instituting white settler control over indigenous lands, the dispossession and marginalization of colonized peoples, and/or establishing European cultural, economic, and political domination. By decolonization we refer to the historical liberation movements around the world, and the indigenous peoples' struggle for the recognition of their sovereignty over land, as well as the intellectual experiences that counter, or diverge from, European hegemony. Focusing on the years since 1945, this course surveys the architecture profession's intersections with military logistics, total war, environmental control, infrastructure systems, and monetary, cultural or philanthropic institutions that either violently suppressed insurgencies and liberation movements around the world, or help recolonized the global South. Extending into the post-colonial period, the course will also examine Third World development, international assistance, and humanitarianism especially as they shaped housing and land use policies. While many of our case studies are located in Africa, Middle East and South Asia, the questions of decolonization/ marginalization closely relate to our experience in the United States. Topics include the role the US housing policy played in segregating American cities in twentieth century, and Southern California's intertwined histories of architectural modernism and settler colonialism. Cross-listed as ARTH 327.

**ARCH 330 | SPECIAL TOPICS IN THE HISTORY OF ARCHITECTURE AND DESIGN****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

A focused investigation of select issues in architectural and design history. Topics vary. May be repeated for credit. Cross-listed as ARTH 330.

**ARCH 340 | BIOGRAPHIES OF WORLD CITIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

This course is a focused survey of the arts and architecture of a great city throughout history. It examines how shifting social contexts and patronage shaped the monuments of art and architecture; how the function and meaning of these monuments have changed in subsequent stages of the city's history; how the traces of past architecture—the archaeological strata—structure the city's present form; and how the monuments record the individual experiences and collective memory of a city's inhabitants. Students will learn to analyze art and architecture based on firsthand experience, field surveys, and faculty-guided research. Offered mainly as a study abroad course by the USD faculty during winter Intercession or summer programs. Cities may include Rome, Istanbul, Madrid, Paris, London, Mexico City, and Los Angeles, among others. Cross-listed as ARTH 340.

**ARCH 350 | THEORIES OF ORGANICISM****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This seminar examines discourses surrounding the themes of "Organicism" (19th Century) and "Organic Architecture" (20th Century) as productive constructs from which to gain a deeper understanding of the development of modern architecture. A critical investigation of primary and secondary sources will serve as the basis from which to understand the creative, social and political questions driving this discourse, as well as their continuing legacy in contemporary artistic practices.

**ARCH 355 | ARCHITECTURE AND FILM: THE SPACE OF THE SCREEN****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

This seminar examines representations of space, built environments and psychological landscapes in cinema. From the perspectives of both architecture and film studies, the course explores how film renders physical space on a two-dimensional screen by aesthetic and technical means to convey our fears and desires. So, too, artists have similarly tackled the layered spaces of the screen in moving image artworks that probe at the porous boundaries between virtual and real space. Reading discussions, screenings and project critiques delineate the architectural framing of space and time within a cinematic context—and ultimately, question the relationship between cinema, architecture, perception and the body. Students may not receive credit for taking more than one of ARCH 355, ARTH 355, FILM 355.

**ARCH 375 | STUDY ABROAD IN ARCHITECTURE****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An investigation of site-specific issues or topics in architecture and urbanism, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARCH 375 can be taken concurrently during a study abroad semester or summer.

**ARCH 384 | SEMINAR IN ART AND ARCHITECTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced writing competency, Artistic Inquiry area**

Discussion, research and writing focus in-depth on topics in art and architecture that change each semester. Seminars are often taught by visiting art/architectural historians and curators and, when possible, draw on the resources of San Diego's museums, collections, and built environment.

**ARCH 494 | SPECIAL TOPICS IN ARCHITECTURE****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

A focused investigation of select issues in architecture, architectural design or urbanism. May be repeated for credit.

**ARCH 495 | SENIOR PROJECT STUDIO SEMINAR****Units: 4 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: ARCH 301 or ARCH 302

A research studio-seminar course designed for architecture majors in their Senior year to help them prepare for ARCH 496 Senior Thesis. Students will acquire the necessary skills for architectural research and analysis, and formulate critical positions through readings, lectures, design studio research, and cross-disciplinary discussions. ARCH 495 requires participation in shared research, studying several methodologies as the foundation upon which a student will formulate a thesis question. At the end of the semester, students are required to develop a Senior Thesis Project Proposal, which includes a clear itinerary for further research, and to participate in a final oral defense of the Thesis Proposal. 3 hours faculty-led seminar, 3 hours of studio/lab weekly. Offered in Fall only.

**ARCH 496 | SENIOR THESIS IN ARCHITECTURE****Units: 4**

Prerequisites: ARCH 495

The Senior Thesis in Architecture is a studio seminar course, leading to a capstone project, which demonstrates a student's technical competencies, knowledge, critical thinking and creative synthesis skills. Architecture Majors who have successfully defended a Senior Thesis Proposal in ARCH 495 are admitted to ARCH 496, and are expected to develop their capstone projects during a research studio seminar under the supervision of a primary faculty advisor. The thesis is an opportunity for each student to define an individual position with regard to a specific aspect of the discipline of architecture. Students are expected to incorporate research, programming, and site definition within their design process, and present a written essay that discusses the development of their work. Students are also required to participate in a midterm and a final oral defense of the thesis project. ARCH 496 should be taken in the Spring semester of the senior year. 3 hours faculty-led seminar, 3 hours of studio/lab weekly.

**ARCH 498 | INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Students who are interested in pursuing internship in a professional architecture office or design studio, or attending the summer design program of an accredited professional school in architecture, are required to submit a written proposal to the faculty internship coordinator, describing their expected duties, the workload and the corresponding units, the beginning and the end of the internship period and the name and the contact information of the senior staff who agreed to supervise their work. The faculty coordinator will approve the course units (1-3) after reviewing the proposal. Upon the completion of the internship or the summer program, students are required to promptly submit a portfolio, clearly delineating their individual contribution. The faculty internship coordinator will assign the course grade after reviewing each student's portfolio.

**ARCH 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established architecture courses.

## Art History

Courses in art history examine art and visual culture in their contexts: probing the intertwining of form, content and meaning; and investigating the theoretical lenses that have been enlisted to discern the import of art, architecture and material culture.

Art History majors choose one of four emphases:

1. History of Art
2. Museum and Curatorial Practice

3. History and Theory of Architecture

4. Global History of Modern and Contemporary Art and Architecture

## The Art History Major

### Preparation for the Major

Code	Title	Units
<b>Required Courses</b>		
ARTH 101 or ARTH 102	Introduction to the History of Art Introduction to Asian Art History	3
Select one of the following:		3
ARTH 121	Introduction to Modern Architecture <sup>1</sup>	
ARTH 136	The Year 1500: A Global History of Art and Architecture	
ARTH 138	Art and Visual Culture	
ARTH 140	The Buddhist Temple	
ARTH 144	Introduction to Cinema	
Two Visual Arts (ARTV) courses		8
<b>Total Units</b>		<b>14</b>

<sup>1</sup> Students considering the History and Theory of Architecture emphasis are encouraged to take ARTH 121.

## History of Art

Art History, as Donald Preziosi has written, makes "the visible legible." Over the course of their college careers, students of art history are equipped to think and write with precision about art, architecture and visual culture. Attuned to perceptual process and alert to the power of images and objects, students reason with the evidence and investigate theoretical lenses, imagining and analyzing the intertwining of form, context and content.

Prerequisites are as in the major. Students must complete 28 upper-division units in Art History, including:

Code	Title	Units
ARTH 395	Methods in Art History	3
ARTH 490	Image World/Written Word	3
ARTH 495	Senior Thesis	1
Select seven additional upper-division Art History (ARTH) courses		21
<b>Total Units</b>		<b>28</b>

## Museum and Curatorial Practice

This path prepares students to think critically and proactively about the ways that art is positioned—in the museum and in the larger arena of public space—shaping viewers' perceptions of the past and sense of the future. Mindful of the politics of representation and display, students will examine the shifting ground that reaches from the early museums of the mid-eighteenth century to the urban interventions and cyber-exhibitions of the twenty-first century.

This concentration prepares students to pursue graduate work and careers in museums, galleries, artists' spaces, art in public places programs, and emerging online venues. Enlisting the robust resources of San Diego, students gather first-hand experience through internships in USD's Hoehn Print Study Collection and University Galleries, together with the city's major museums and public art programs. Recent student internships have included: Hoehn Print Study Collection, Museum of Contemporary Art San Diego, San Diego Museum of Art, Timken Museum, Museum of Photographic Arts, Lux Art Institute, New Children's Museum, ARTS: A Reason to Survive, and Quint Contemporary

Art. Internships further afield have included: Corcoran Gallery, Washington, DC and Freer Gallery, Washington, DC.

Prerequisites are as in the major. Students must complete 28 upper-division units in Art History, including:

Code	Title	Units
ARTH 395	Methods in Art History	3
ARTH 490	Image World/Written Word	3
ARTH 495	Senior Thesis	1
Select at least four of the following courses, planned in consultation with the advisor:		12
ARTH 323	Memory, Monument, Museum: Politics of Display	
ARTH 331	Art in Public Spaces	
ARTH 334	Art of the Twentieth and Twenty First Centuries in Europe and the Americas	
ARTH 345	The Avant-Garde and Mass Culture: Art and Politics	
ARTH 354	Art Since 1960	
ARTH 360	Asia Modern	
ARTH 361	Chinoiserie and Japonisme	
ARTH 370	Museum Studies	
ARTH 371	Curatorial Practice	
ARTH 372	Exhibition Design	
ARTH 494	Special Topics in Art History	
ARTH 498	Museum Internship <sup>1</sup>	
Select three additional upper-division Art History (ARTH) courses		9
<b>Total Units</b>		<b>28</b>

<sup>1</sup> ARTH 498 Museum Internship is required and is typically taken during the junior or senior year. May be repeated once.

Students are encouraged to meet with their advisor to select pertinent electives from such fields as Communication Studies, Sociology, Business, and Leadership.

## History and Theory of Architecture and the City

This path encourages students to address contemporary social/cultural circumstances in the light of a historically grounded sense of visual expression and material culture. Courses in the history and theory of art, architecture and the city will be augmented by studies in other fields appropriate to each student's interests. History and Theory of Architecture is conceived for students who intend to move into fields such as architecture, architectural history and historic preservation or public arts programs, and who will work toward creative strategies of urban intervention.

Prerequisites are as in the major. Students must complete 28 upper-division units in Art History, including:

Code	Title	Units
ARTH 395	Methods in Art History	3
ARTH 490	Image World/Written Word	3
ARTH 495	Senior Thesis	1
Select at least 6 courses from the following:		18
ARTH/ARCH 321	City and Utopia: Introduction to History of Urbanism	
ARTH/ARCH 322	Contemporary Architecture	

ARTH/ARCH 323	Memory, Monument, Museum: Politics of Display	
ARTH/ARCH 330	Special Topics in the History of Architecture and Design	
ARTH 331	Art in Public Spaces	
ARTH 334	Art of the Twentieth and Twenty First Centuries in Europe and the Americas	
ARTH/ARCH 340	Biographies of World Cities	
ARTH 345	The Avant-Garde and Mass Culture: Art and Politics	
ARTH 354	Art Since 1960	
ARTH 355	Architecture and Film: The Space of the Screen	
ARTH 356	Race, Ethnicity, Art and Film	
ARTH 382	Public Art Seminar	
ARTH 393	Critical Methods in the Analysis of Visual Culture	
Select one additional upper-division Art History (ARTH) course		3
<b>Total Units</b>		<b>28</b>

(Please note that four courses are cross-listed: ARTH 321/ARCH 321, ARTH 322/ARCH 322, ARTH 323/ARCH 323, ARTH 340/ARCH 340 and may be taken under either subject code.)

## Global History of Modern and Contemporary Art and Architecture

This path focuses on the unfolding of modern and contemporary art and architecture across a broad geographical reach. Students develop depth and breadth of knowledge as they probe the ways that art and architecture at once reflect and shape the societies in which they are produced. This concentration draws on the strength of our faculty in the history and theory of modern and contemporary art and architecture in the United States, Latin America, Eastern and Western Europe, and Asia.

Prerequisites are as in the major. Students must complete 28 upper-division units in Art History, including:

Code	Title	Units
ARTH 395	Methods in Art History	3
ARTH 490	Image World/Written Word	3
ARTH 495	Senior Thesis	1
Select at least 5 courses from the following:		15
ARTH/ARCH 321	City and Utopia: Introduction to History of Urbanism	
ARTH/ARCH 322	Contemporary Architecture	
ARTH/ARCH 323	Memory, Monument, Museum: Politics of Display	
ARTH/ARCH 330	Special Topics in the History of Architecture and Design	
ARTH 331	Art in Public Spaces	
ARTH 333	Modern Art: 1780-1920	
ARTH 334	Art of the Twentieth and Twenty First Centuries in Europe and the Americas	
ARTH 336	History and Theory of Photography	
ARTH 370	Museum Studies	
ARTH/ARCH 340	Biographies of World Cities	

ARTH 345	The Avant-Garde and Mass Culture: Art and Politics	
ARTH 354	Art Since 1960	
ARTH 355	Architecture and Film: The Space of the Screen	
ARTH 356	Race, Ethnicity, Art and Film	
ARTH 360	Asia Modern	
ARTH 361	Chinoiserie and Japonisme	
ARTH 494	Special Topics in Art History	
ARTH 498	Museum Internship	
Select two upper-division Art History (ARTH) courses		6
<b>Total Units</b>		<b>28</b>

(Please note that four courses are cross-listed: ARTH 321/ARCH 321, ARTH 322/ARCH 322, ARTH 323/ARCH 323, ARTH 340/ARCH 340 may be taken under either code.)

## Art History Study Abroad

No more than a total of two study abroad courses can be counted toward Art History major credit.

## Honors Courses

Honors Seminars focused on the history of art and architecture are open to all Art History majors as space allows, and count toward the major. Topics have included several team-taught courses: Trash: Modernity and Evacuation, Images of Enlightenment, Modern Palestinian Art and Literature, and Modern Latin American Art and Literature.

## Recommended Program of Study, Art History

### Freshman Year

#### Semester I

ARTH 101 or 102	Introduction to the History of Art Introduction to Asian Art History
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or select one of the following:

ARTH 121	Introduction to Modern Architecture
ARTH 136	The Year 1500: A Global History of Art and Architecture
ARTH 138	Art and Visual Culture
ARTH 140	The Buddhist Temple
ARTH 144	Introduction to Cinema

Core curriculum or electives

#### Semester II

ARTH 101 or 102	Introduction to the History of Art Introduction to Asian Art History
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or select one of the following:

ARTH 121	Introduction to Modern Architecture
ARTH 136	The Year 1500: A Global History of Art and Architecture
ARTH 138	Art and Visual Culture
ARTH 140	The Buddhist Temple
ARTH 144	Introduction to Cinema

Core curriculum or electives

### Sophomore Year

#### Semester I

One or two 300-level ARTH courses	3-6
One lower-division ARTV course	4
Core curriculum or electives	

#### Semester II

One or two 300-level ARTH courses	3-6
Core curriculum or electives	

#### Semester III

Study Abroad course recommended but not required

### Junior Year

#### Semester I

One or two 300-level ARTH courses <sup>1</sup>	3-6
One upper- or lower- division ARTV course	4
Electives	

#### Semester II

ARTH 395	Methods in Art History (required)	3
One additional 300-level ARTH course		3
Electives		

### Senior Year

#### Semester I

ARTH 490	Image World/Written Word	3
One or two 300-level ARTH courses <sup>1</sup>		3-6
Electives		

#### Semester II

ARTH 495	Senior Thesis	1
One or two 300-level ARTH courses		3-6
Electives		

<sup>1</sup> ARTH 498 Museum Internship recommended for students interested in museum work or pursuing an emphasis in Museum and Curatorial Practice

## The Art History Minor

The minor in Art History consists of a total of 18 units, including:

Code	Title	Units
Select two of the following:		6
ARTH 101	Introduction to the History of Art	
ARTH 102	Introduction to Asian Art History	
ARTH/ARCH 121	Introduction to Modern Architecture (formerly 135) <sup>1</sup>	
ARTH 136	The Year 1500: A Global History of Art and Architecture	
ARTH 138	Art and Visual Culture	
ARTH 140	The Buddhist Temple	
Select 9 upper-division Art History units		9
Select one additional upper or lower-division Art History or Visual Arts course		3-4
<b>Total Units</b>		<b>18-19</b>

<sup>1</sup> ARCH 121 Introduction to Modern Architecture can be substituted for ARTH 121 Introduction to Modern Architecture



**ARTH 101 | INTRODUCTION TO THE HISTORY OF ART****Units: 3****Core Attributes: Artistic Inquiry area**

This course is an introduction to many of the theories and methods that have been used by art historians. The visual foci will include conventional works of art as well as a variety of other visual media, including the museum setting and its strategies of display.

**ARTH 102 | INTRODUCTION TO ASIAN ART HISTORY****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area**

This course is an introduction to the way ideas and practices pertaining to art have developed in the cultural traditions of Asia. We will study the historical materials through the lens of many concepts and ideas that have become integral to art historical scholarship, including material culture theory, iconography, and visual narration.

**ARTH 109 | INTRODUCTION TO SOUND ART****Units: 3****Core Attributes: Artistic Inquiry area**

A survey of the natural, cultural, historical and artistic experience of sound with an emphasis on the use of sound in artistic and critical engagements with the world. Topics include: acoustic ecology; philosophy of music; musical instrument technology; scientific and mathematical application of sound; radical challenges to musical traditions in the 20th century including electronic, experimental and improvised musics, installations and sound sculpture; technologies of sound reproduction; copyright and technological change; sampling; and DJ culture. Cross-listed as MUSC 109.

**ARTH 121 | INTRODUCTION TO MODERN ARCHITECTURE****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

A survey of the intellectual origins, artistic concerns and utopian programs of the Modern Movement in architecture. The course examines how modern architecture responded to the social, political, and technological changes in the years between 1750 and 1960. Topics include a wide range of debates on class, race, gender, nationalism, and colonialism, linking them to the questions of housing, domesticity, privacy, and standardization, as well as to the formal vocabularies of modern architecture. Cross-listed as ARCH 121.

**ARTH 133 | INTRODUCTION TO ART HISTORY I****Units: 3**

A critical survey of western art history from prehistory through the Middle Ages.

**ARTH 134 | INTRODUCTION TO ART HISTORY II****Units: 3**

A critical survey of western art history from the Renaissance to the present.

**ARTH 136 | THE YEAR 1500: A GLOBAL HISTORY OF ART AND ARCHITECTURE****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This survey introduces students to the art and architecture of some of the many cultures that flourished around the year 1500: Italy and the Netherlands, the Ottoman empire, the Safavid dynasty in Iran, the rising Mughals in India, the Ming dynasty in China, and the Muromachi shogunate in Japan. The class discusses these artistic traditions in their own right, while at the same time emphasizing thematic and stylistic relationships and cross-cultural influences. The survey challenges the primacy of European artistic norms, and invites students to experience the diversity and complexity of the definition of art in the age of exploration.

**ARTH 138 | ART AND VISUAL CULTURE****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

This introductory seminar is designed to introduce students to the questions and debates that propel art history and the methodologies that have shaped its unfolding shifts in strategy. While topics will vary from year to year, the central focus of the course will be constant: to equip students to look purposefully, critically, and contextually at images, mindful of the ways that meaning is produced and perceived.

**ARTH 140 | THE BUDDHIST TEMPLE****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area, Domestic Diversity level 1**

This course considers the forms and roles taken by temples as they followed the spread of Buddhism from ancient India throughout the world. Throughout the course, we will pay close attention to the ways that Buddhist communities have struggled to find a balance between tradition and acculturation. Many times over the course of history, Buddhist traditions have been adopted by converts who have interpreted it in new and distinctive ways, or else brought to new lands by people who have carried it with them from their homeland as a way of preserving their cultural heritage. How does the challenge of translating old forms into a new culture necessitate compromises of architectural style or ritual use? In addition to important temples in Asia, the course will introduce students to thriving Buddhist institutions much closer at hand, and explore diversity issues in relation to the Lao and Japanese Buddhist communities of San Diego.

**ARTH 144 | INTRODUCTION TO CINEMA****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course is an introduction to film form and the historical, industrial, and cultural contexts that make form significant for analysis. This class aims to equip students to look purposefully, critically and contextually at the moving image, mindful of the ways that meaning is produced and received.

**ARTH 221 | ARCHITECTURE AND THEORY SINCE 1945****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARTH 221. Prior completion of ARCH /ARTH 121 recommended.

**ARTH 275 | STUDY ABROAD IN ART HISTORY****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An investigation of site-specific issues or topics in art history, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARTH 275 can be taken concurrently during a study abroad semester or summer.

**ARTH 294 | SPECIAL TOPICS IN ART HISTORY****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

An investigation of select issues in the history of art. May be repeated when topic changes. Students may enroll concurrently if topic differs.

**ARTH 305 | BUDDHIST ART AND PILGRIMAGE IN INDIA****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

Pilgrimage is a core element of Buddhist practice, and the earliest Buddhist art was both located at and inspired by pilgrimage sites. Just as works of art are best encountered in person, the nature of pilgrimage can be explored most profoundly through travel. This team-taught study abroad course involves pilgrimage to Bodhgaya, India, the site associated with the Buddha's awakening, one of the original and most important Buddhist pilgrimage destinations. The course is only offered as a study abroad course.

**ARTH 321 | CITY AND UTOPIA: INTRODUCTION TO HISTORY OF URBANISM****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course surveys the relation between social and physical space in the formation of modern cities, as well as in the formation of modern disciplines, city planning, and urban design. It examines how the projects of social reform and political control shaped the grand urban projects and the “master plans” of the 19th and 20th centuries. This course is intended to introduce students to a history of ideas in modern urbanism and enhance their understanding of the city as a symbolic form. Cross-listed as ARCH 321.

**ARTH 322 | CONTEMPORARY ARCHITECTURE****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Artistic Inquiry area**

This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARCH 322.

**ARTH 323 | MEMORY, MONUMENT, MUSEUM: POLITICS OF DISPLAY****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Artistic Inquiry area**

This course examines museums, monuments, and other sites of cultural memory, understood both as powerful institutions and distinct architectural spaces. We will begin with a critical investigation of the legacy of Europe's and America's great museums, which epitomize the political aspirations of the colonial empires and nation states that built them. Central to this discussion are the problems that come along with the representations of identity and difference—cultural, racial, class-based and gendered—in the museum. In this course we will tackle the cultural heritage, and symbolic violence of colonialism today, as expressed in the current debates of cultural repatriation and restitution.

**ARTH 325 | PRACTICUM IN ART HISTORY****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

A practical course of limited hours or short duration, focusing on a specific art historical project.

**ARTH 327 | ARCHITECTURE AND DECOLONIZATION****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

This course examines the ways architecture, urban planning and real estate have been implicated in the histories of colonialism—understood broadly as instituting white settler control over indigenous lands, the dispossession and marginalization of colonized peoples, and/or establishing European cultural, economic, and political domination. By decolonization we refer to the historical liberation movements around the world, and the indigenous peoples' struggle for the recognition of their sovereignty over land, as well as the intellectual experiences that counter, or diverge from, European hegemony. Focusing on the years since 1945, this course surveys the architecture profession's intersections with military logistics, total war, environmental control, infrastructure systems, and monetary, cultural or philanthropic institutions that either violently suppressed insurgencies and liberation movements around the world, or help recolonized the global South. Extending into the post-colonial period, the course will also examine Third World development, international assistance, and humanitarianism especially as they shaped housing and land use policies. While many of our case studies are located in Africa, Middle East and South Asia, the questions of decolonization/marginalization closely relate to our experience in the United States. Topics include the role the US housing policy played in segregating American cities in twentieth century, and Southern California's intertwined histories of architectural modernism and settler colonialism. Cross-listed as ARCH 327.

**ARTH 330 | SPECIAL TOPICS IN THE HISTORY OF ARCHITECTURE AND DESIGN****Units: 3****Non-Core Attributes: Writing-Pre F17 CORE**

A focused investigation of select issues in architectural and design history. Topics vary. Cross-listed as ARCH 330.

**ARTH 331 | ART IN PUBLIC SPACES****Units: 3****Core Attributes: Advanced writing competency, Artistic Inquiry area**

A consideration of the expressive import and historical context of art in public places, with emphasis on work since World War II.

**ARTH 333 | MODERN ART: 1780-1920****Units: 3****Core Attributes: Advanced writing competency, Artistic Inquiry area**

This course will examine the emergence of modern art in Western Europe during the years of radical transformation bracketed by the French Revolution and the First World War: from Jacques-Louis David's images of Revolution and Empire, and Goya's dissonant revelations of human irrationality, to the fragmentation of Cubism, irony of Dada, and subjectivity of Surrealism.

**ARTH 334 | ART OF THE TWENTIETH AND TWENTY FIRST CENTURIES IN EUROPE AND THE AMERICAS****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Artistic Inquiry area**

From World War I to the close of the Cold War, from the advent of the movies to the electronic promiscuities of the Web, the unities of the modern world have dissolved into the multiplicities of postmodernity. The ways that art has intersected with the momentous shifts in life will be considered. In the utopian dreams of Constructivism, philosophical reveries of Cubism, subversions of Dada, and introversions of Surrealism and Expressionism, and in the low-brow allusion of pop art, unboundedness of performance art, and media-mimicking interventions of the 1990s, artists have probed the meaning of human experience and action in the 20th and 21st centuries.

**ARTH 336 | HISTORY AND THEORY OF PHOTOGRAPHY****Units: 3****Core Attributes: Domestic Diversity level 1**

This course surveys the history of photography from its origins in the early 19th century to the present. Students will explore historical debates about photography's status as a fine art, as well as current issues in photographic theory.

**ARTH 338 | CITY AND UTOPIA: INTRODUCTION TO HISTORY OF URBANISM****Units: 3****Non-Core Attributes: Fine Arts-Pre F17 CORE**

This course surveys the relation between social and physical space in the formation of modern cities, as well as in the formation of modern disciplines, city planning, and urban design. It examines how the projects of social reform and political control shaped the grand urban projects and the “master plans” of the 19th and 20th centuries. This course is intended to introduce students to a history of ideas in modern urbanism and enhance their understanding of the city as a symbolic form.

**ARTH 340 | BIOGRAPHIES OF WORLD CITIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

This course is a focused survey of the arts and architecture of a great city throughout history. It examines how shifting social contexts and patronage shaped the monuments of art and architecture; how the function and meaning of these monuments have changed in subsequent stages of the city's history; how the traces of past architecture - the archaeological strata - structure the city's present form; and how the monuments record the individual experiences and collective memory of a city's inhabitants. Students will learn to analyze art and architecture based on firsthand experience, field surveys, and faculty-guided research. Offered mainly as a study abroad course by the USD faculty during the winter Intersession or summer programs. Cities may include Rome, Istanbul, Madrid, Paris, London, Mexico City and Los Angeles, among others. Cross-listed as ARCH 340.

**ARTH 345 | THE AVANT-GARDE AND MASS CULTURE: ART AND POLITICS****Units: 3****Non-Core Attributes: Writing-Pre F17 CORE**

This course will examine the intersections between mass culture and the artistic movements in the first decades of the 20th century which came to be known as the "historical avant-garde." Class discussions will focus on the question of aesthetic autonomy versus the social/political engagement of art. We will investigate the way the technologies of modern communication and mass media which made art available to a larger public at the beginning of the century — photographic reproduction, cinema, and, more recently, television — have transformed the production and reception of art.

**ARTH 350 | THEORIES OF ORGANICISM****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This seminar examines discourses surrounding the themes of "Organicism" (19th Century) and "Organic Architecture" (20th Century) as productive constructs from which to gain a deeper understanding of the development of modern architecture. A critical investigation of primary and secondary sources will serve as the basis from which to understand the creative, social and political questions driving this discourse, as well as their continuing legacy in contemporary artistic practices.

**ARTH 354 | ART SINCE 1960****Units: 3****Core Attributes: Advanced writing competency, Artistic Inquiry area**

This course examines art of the past half century in the United States, Europe and Asia. Moving from Pop, Conceptual and Performance art of the 1960s to installation, public intervention, and the dematerialized arena of the world wide web, the class will consider the ways that artistic strategies forge meaning within the frame of historical circumstance.

**ARTH 355 | ARCHITECTURE AND FILM: THE SPACE OF THE SCREEN****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

This seminar examines representations of space, built environments and psychological landscapes in cinema. From the perspectives of both architecture and film studies, the course explores how film renders physical space on a two-dimensional screen by aesthetic and technical means to convey our fears and desires. So, too, artists have similarly tackled the layered spaces of the screen in moving image artworks that probe at the porous boundaries between virtual and real space. Reading discussions, screenings and project critiques delineate the architectural framing of space and time within a cinematic context—and ultimately, question the relationship between cinema, architecture, perception and the body. Students may not receive credit for taking more than one of ARCH 355, ARTH 355, FILM 355.

**ARTH 356 | RACE, ETHNICITY, ART AND FILM****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Artistic Inquiry area, Domestic Diversity level 1**

This course examines representations of race and ethnicity in art and film. Focusing on work of the 20th and 21st centuries in the United States, students will consider the ways that theoretical perspectives and lived experience are articulated in art and film.

**ARTH 360 | ASIA MODERN****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

Today, some of the most dynamic and noteworthy works of contemporary art are being produced by Asian artists, but how did we reach this point? What was the trajectory of modernism in Asian art, and might it offer alternative understandings of modernity? How did once-distinct artistic cultures converge to become the transnational art world of today? To what extent do regional or cultural differences still matter, now that contemporary art can reach global audiences?.

**ARTH 361 | CHINOISERIE AND JAPONISME****Units: 3**

"Chinoiserie" and "Japonisme" were two movements in European art that drew inspiration from the art and material culture of the Far East. This course challenges students to synthesize a balanced and historically informed understanding of the ways that images and objects can acquire new contexts and meanings when they travel cross-culturally.

**ARTH 370 | MUSEUM STUDIES****Units: 3****Core Attributes: Artistic Inquiry area**

This course exams the history, theory, structure, and roles of museums, alternative spaces, and art in public places programs. The class will meet with a number of southern California museum professionals.

**ARTH 371 | CURATORIAL PRACTICE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course considers the dynamics of curatorial work and delves into the ways that collections and exhibitions are shaped. Students gain direct experience working with objects and exhibition planning in USD's Hoehn Galleries and Print Study Collection. May be repeated for credit.

**ARTH 372 | EXHIBITION DESIGN****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

This course will provide background knowledge as well as hands-on experience of the design of art exhibitions. We will delve into the history of art galleries, salons, and museums, and examine theoretical debates about the roles and responsibilities of those who collect and exhibit art. Each student will have the opportunity to design their own real or ideal art exhibition, and together we will collaborate in putting together a group exhibition of student work. Each project will be supported with multiple kinds of discipline-specific writing for a variety of purposes and audiences.

**ARTH 375 | STUDY ABROAD IN ART HISTORY****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An investigation of site-specific issues or topics in art history, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARTH 375 can be taken concurrently during a study abroad semester or summer.

**ARTH 376 | ART AT EL PRADO MUSEUM, MADRID, SPAIN****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area****Non-Core Attributes: International**

This course is designed to equip students to analyze and reflect on works of art, enlisting some of the theories and methods that have been used by art historians. The class is structured around art in the collection of the Prado Museum in Madrid, Spain, with emphasis on works from the sixteenth through the early nineteenth centuries. Students will also consider the museum setting and its strategies of display. Offered as a study abroad course in Madrid.

**ARTH 382 | PUBLIC ART SEMINAR****Units: 3 Repeatability: No**

This course focuses on the role of the artist outside of the gallery/museum context. Tangential to this investigation will be discussions that engage social, political, and urban issues relevant to this expanded public context. Traditional approaches of enhancement and commemoration will be examined in light of more temporal and critical methodologies. Historical examples will be studied and discussed, including the Soviet constructivist experiments, the situationists, conceptual art, and more recent interventionist strategies.

**ARTH 384 | SEMINAR IN ART AND ARCHITECTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced writing competency, Artistic Inquiry area**

Discussion, research and writing focus in-depth on topics that shift each semester. Recent topics have included: Caravaggio and Baroque Italy; Rubens and Rembrandt; Printmaking in the History of Art; Renaissance to Revolution; Old Masters in the Modern Museum; Picturing East and West; Envisioning the Orient; Colonialism and Art History; Ends of Art: Histories of the Fin de Siècle; Matisse and Picasso; Soviet Art; The American Home, 1850-1950; What is American Art?; Problems in Art History of the US; Whitman, Warhol: Democratic Culture; Collections, Collecting, Collectors: History, Theory, Madness; Li(v)es of the Artist: Biography and Art History; Theories of Word and Image; Art Now. Seminars are often taught by visiting art historians and curators and, when possible, draw on the resources of San Diego's museums and collections.

**ARTH 393 | CRITICAL METHODS IN THE ANALYSIS OF VISUAL CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

An advanced seminar exploring current art historical debates, with special emphasis on the impact of critical theories (e.g. feminism, psychoanalysis, Marxism, deconstruction) on the practices of creating, looking at, and writing about works of art. Topics vary. May be repeated for credit.

**ARTH 394 | SEMINAR****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Discussion, research, and writing focus in-depth on topics which shift each semester. Recent topics have included: Ends of Art: Histories of the Fin de Siècle; Colonialism and Art History; Li(v)es of the Artist: Biography and Art History; The American Home, 1850-1950; Art and Film; Race and Ethnicity in Art; Image World/Written Word: Art History, Theory, and Criticism.

**ARTH 395 | METHODS IN ART HISTORY****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

As a capstone seminar in Art History, the course allows students to recognize, compare, and synthesize some of the key methodological and theoretical perspectives that shape the interpretation of art, and to situate these perspectives in the history of the discipline. The course is based on the close reading and discussion of key art historical texts that have influenced the development, aims, and practice of the discipline. Attention is also given to the development of Art History from its origins, closely focused on Greco-Roman and European art, through contemporary expansion to a global field with attention to racial and cultural diversity. Through a series of writing assignments, students will gain familiarity with various interpretative and analytical strategies, and learn to distinguish between different kinds of readings of artworks. This class fulfills Global Diversity Inclusion and Social Justice level 2 (FDG2 from the Core).

**ARTH 490 | IMAGE WORLD/WRITTEN WORD****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

This course offers the possibility of pursuing an independent writing project in a supportive group setting. Art History majors will develop a preparatory draft for their senior thesis. Other majors will have the opportunity to craft a writing project of their choice connected with the history or theory of images.

**ARTH 494 | SPECIAL TOPICS IN ART HISTORY****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

A focused investigation of select issues in art history.

**ARTH 495 | SENIOR THESIS****Units: 1 Repeatability: No**

Each senior will conceive a research project drawing on historical, theoretical, and critical strategies.

**ARTH 496 | SENIOR THESIS****Units: 1**

Each senior will conceive a research project drawing on historical, theoretical, and critical strategies. Every semester.

**ARTH 498 | MUSEUM INTERNSHIP****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Working firsthand with curators, exhibition designers, and registrars, in education programs, and in outreach and development offices at area museums, students gather crucial practical experience in the field. Students in recent years have done internships with USD's Hoehn Print Study Collection, the Museum of Contemporary Art San Diego, the San Diego Museum of Art, the Timken Museum, the New Children's Museum, the Museum of Photographic Arts, Lux Art Institute, and Quint Contemporary Art.

**ARTH 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established art history courses.

## Visual Arts

A primary objective of the visual arts program is to guide the student, major and non-major alike, to a practical understanding of many of the languages and traditions of visual expression. The program encourages a holistic exploration of the arts, while simultaneously requiring art majors to develop advanced skills in at least one of the following sub-disciplines: art + intermedia, drawing, video, painting, photography, printmaking, sculpture or visual communications." Visual



arts majors who are considering graduate study are encouraged to complete a minor in art history.

## The Visual Arts Major

The Visual Arts major requires eleven 4-unit classes, three 3-unit classes, and one 1-unit class to complete. It is recommended that the student choose their classes in consultation with an advisor in the Visual Arts program within the Department of Art, Architecture + Art History.

### Preparation for the Major

Code	Title	Units
Select three lower-division (100- or 200-level) 4-unit Visual Arts (ARTV) courses		12
Select one lower-division Art History (ARTH) course		3
<b>Total Units</b>		<b>15</b>

Visual Arts students are strongly encouraged to complete the above four courses by the end of their sophomore year.

### The Major

Code	Title	Units
Select six upper-division (300- or 400-level) 4-unit Visual Arts (ARTV) courses		24
Select two upper-division Art History (ARTH) courses		6
ARTV 395	Junior Seminar (second semester junior year)	4
ARTV 490	Senior Thesis Studio Seminar (first semester senior year)	4
ARTV 495	Senior Thesis (second semester senior year)	1
<b>Total Units</b>		<b>39</b>

### Concentration: Film + Media Art Studies

Film + Media Art Studies is the interdisciplinary study of film, art and culture, supporting a wide range of projects and practices, in partnership between Art History, Architecture, Visual Arts, Film, Music and Theatre departments. It is structured to encourage students to apply multiple media and disciplines into new forms of expression. Integrating the production of film, art and critical studies, the requirements are drawn from a greater ratio of history/theory courses to studio production courses than with the general Visual Arts Major. It is designed specifically for creative uses of media that encompass photography, film/video, sound, music, sculpture, performance and theater.

Students choosing a concentration in Film + Media Art Studies must complete the following requirements:

### Film + Media Art Studies: Lower-Division Courses

Code	Title	Units
<b>Lower-Division Requirements</b>		
Students are required to take the following two courses:		8
ARTV 108	Introduction to Film / Video	
ARTV 160	Introductory Photography	
as well as select one of the following:		3-4
ARTV 101	Fundamentals of Drawing	
ARTV 102	Color	
ARTV 103	Design Foundations	
ARTV 105	Introduction to Sculpture	
THEA 220	Fundamentals of Theatrical Design	
THEA 230	Fundamentals of Acting	

as well as select two of the following:		6
ARTH 101	Introduction to the History of Art	
or ARTH 102 Introduction to Asian Art History		
ARTH 144/ FILM 101	Introduction to Cinema	
ARTH/MUSC 109	Introduction to Sound Art	
<b>Total Units</b>		<b>17-18</b>

### Film + Media Art Studies: Upper-Division Courses

Code	Title	Units
<b>Upper-Division Requirements</b>		
Students are required to select four of the following:		13-16
ARTV 308	Virtual Reality and 3D Studio	
ARTV 320	Intermediate Film / Video	
ARTV 324	Advanced Film / Video	
ARTV 333	Interdisciplinary 2D Studio	
ARTV 353	Color Photography	
ARTV 354	Intermediate Photography	
ARTV 361	Advanced Photography	
ARTV 369	Intermediate / Advanced Sculpture	
ARTV 370	Designing for Social Space	
ARTV/MUSC 420	Digital Audio Composition	
ARTV/MUSC 421	Interactive Digital Music and Arts	
THEA 320	Scenic Design	
as well as select three of the following:		9
ARTH 336	History and Theory of Photography	
ARTH 345	The Avant-Garde and Mass Culture: Art and Politics	
ARTH/ARCH/ FILM 355	Architecture and Film: The Space of the Screen	
ARTH 356	Race, Ethnicity, Art and Film	
ARTV/MUSC 424	Art and the Soundscape	
FILM 301	Introduction to Film Theory	
THEA 370	Performance Studies	
<b>Additional Requirements:</b>		
ARTV 395	Junior Seminar (to be completed during the second semester of the Junior year)	4
ARTV 490	Senior Thesis Studio Seminar (to be completed during the first semester of the Senior year)	4
ARTV 495	Senior Thesis (to be completed during the second semester of the Senior year)	1
<b>Total Units</b>		<b>31-34</b>

Please note that some courses may be taken more than once for course credit and that under certain circumstances substitution of classes will be allowed with advisor approval.

### Visual Arts Study Abroad

No more than a total of two study abroad courses can be counted toward Visual Arts major credit.

## Recommended Program of Study, Visual Arts Majors

### First Year

#### Semester I

ARTV 101, 102, 103, 105, 108, or 160 Fundamentals of Drawing  
Color  
Design Foundations  
Introduction to Sculpture  
Introduction to Film / Video  
Introductory Photography

Core or electives

#### Semester II

ARTV 102, 101, 103, 105, 108, or 160 Color  
Fundamentals of Drawing  
Design Foundations  
Introduction to Sculpture  
Introduction to Film / Video  
Introductory Photography

Select one lower-division Art History (ARTH) class

Core or electives

### Sophomore Year

#### Semester I

ARTV 105, 101, 102, 103, 108, or 160 Introduction to Sculpture  
Fundamentals of Drawing  
Color  
Design Foundations  
Introduction to Film / Video  
Introductory Photography

Core or electives

#### Semester II

Upper-division ARTV electives (NOTE: ARTV350 is intended for Liberal Studies majors and should not be taken by Visual Arts majors)

Upper-division ARTH elective

Core or electives

### Junior Year

#### Semester I

Upper-division ARTV electives

Upper-division ARTH elective

Core or electives

#### Semester II

ARTV 395 Junior Seminar

Upper-division ARTV electives

Core or electives

### Senior Year

#### Semester I

ARTV 490 Senior Thesis Studio Seminar

Upper-division ARTV electives

Core or electives

#### Semester II

ARTV 495 Senior Thesis

Upper-division ARTV Electives

Core or electives

## The Visual Arts Minor

It is recommended that the student choose their classes in consultation with an advisor in the Visual Arts program within the Department of Art, Architecture + Art History.

Code	Title	Units
Select two from the following:		8
ARTV 101	Fundamentals of Drawing	
ARTV 102	Color	
ARTV 103	Design Foundations	
ARTV 105	Introduction to Sculpture	
ARTV 108	Introduction to Film / Video	
ARTV 160	Introductory Photography	
Select one lower-division Art History (ARTH) course (3 units)		3
Select two upper-division Visual Arts (ARTV) courses (8 units)		8
Select one upper-division Art History (ARTH) course (3 units)		3

### ARTV 101 | FUNDAMENTALS OF DRAWING

Units: 4 Repeatability: No

#### Core Attributes: Artistic Inquiry area

Introduction to the fundamental elements and principles of drawing. Exploration of a variety of dry and wet media. Primary emphasis on developing the student's perceptual capabilities and representational skills. Every semester.

### ARTV 102 | COLOR

Units: 4 Repeatability: No

#### Core Attributes: Artistic Inquiry area

In this studio course, students create color-based art projects in a variety of media through directed assignments. Studio projects are supplemented by lectures, readings, and discussions on the theory and history of color and its applied uses in contemporary art and design. Topics may include the science of color and its industrial production; cultural connotations of color; strategies and color techniques used by artists.

### ARTV 103 | DESIGN FOUNDATIONS

Units: 4 Repeatability: No

#### Core Attributes: Artistic Inquiry area

Study of two-dimensional design principles stressing the dynamics of line, shape, value, texture, color, spatial relationships, and composition. This course introduces students to the basics of visual communications. Every semester.

### ARTV 105 | INTRODUCTION TO SCULPTURE

Units: 4 Repeatability: No

#### Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area

This studio course is an introductory exploration of the media and methods (traditional and experimental) that form the basis of an ongoing dialogue between object and artist. Students will investigate sculptural form as a means of cultural production through technical exercises, studio projects, critiques, slide lectures, readings, and discussions. Every semester.

### ARTV 108 | INTRODUCTION TO VIDEO STUDIO

Units: 4 Repeatability: No

#### Core Attributes: Artistic Inquiry area

Students learn to produce, shoot and edit individual video projects through directed assignments using video equipment and editing software. Class discussions of related texts and screenings of experimental films examine the concept of time in contemporary art and film. Every semester.

**ARTV 160 | INTRODUCTORY PHOTOGRAPHY****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area**

This course guides students to discover the way they see and establishes core relationships to formal and conceptual photographic principles through lectures and studio practice. Students develop bodies of work using department equipment and the analog black and white lab, and must purchase materials as required. Lab fee required.

**ARTV 275 | STUDY ABROAD IN VISUAL ARTS****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An investigation of site-specific issues or topics in visual arts, offered by a USD-affiliated program abroad. Can be repeated once for credit. Two sections of ARTV 275 can be taken concurrently during a study abroad semester or summer.

**ARTV 294 | SPECIAL TOPICS IN VISUAL ARTS****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

An investigation in a studio setting of select issues in the visual arts. May be repeated when topic changes. Students may enroll concurrently if topic differs.

**ARTV 300 | VISUAL COMMUNICATIONS****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 103

Study of design concepts, form analysis, and development of visual thinking for creative problem solving. Lectures, discussions, and class presentations explore historical, cultural and contemporary issues and practices in visual communications. May be repeated for credit. Fall semester.

**ARTV 302 | INTERMEDIATE DRAWING****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 101

The primary objective of this course is to investigate the intimate relationship between form and content in the creation of images. Drawing projects, lectures, and critiques will stress the organization of the pictorial field and the technical manipulation of the material as means for identifying and articulating the artist's intentions. Students will be guided through the process of developing visually compelling drawings that are technically and conceptually sophisticated. Required for art majors selecting a specialization in drawing or painting. Spring semester.

**ARTV 304 | INTRODUCTION TO PRINTMAKING****Units: 4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Prerequisites: ARTV 101

Basic techniques and expressive possibilities of intaglio and relief printmaking including etching, drypoint, aquatint, soft ground, and woodcut. Various methods of printmaking will be introduced. Equal emphasis will be placed on creative image making and craftsmanship. May be repeated for credit.

**ARTV 306 | INTRODUCTION TO BOOK ARTS****Units: 4 Repeatability: No****Core Attributes: Artistic Inquiry area**

Terminology, tools, materials, and reproduction processes related to the making of books; multi cultural, historical, and contemporary book structures; and development of content in the form of image and text. This course is designed as an interdisciplinary exploration for students in graphic, fine, and applied art disciplines, and students from other departments such as creative writing, history, and the sciences. Each artist will be encouraged to apply her/his own particular skills to this time-based, interactive, and multifaceted form. In this context, we will converse about issues and techniques that expand our current knowledge and expressive concerns.

**ARTV 308 | VIDEO STUDIO: SPECIAL PROJECT****Units: 4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Prerequisites: ARTV 108

A focused production course involving select issues in video, film and the moving image. May be repeated when topic changes.

**ARTV 320 | INTERMEDIATE VIDEO STUDIO****Units: 4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Prerequisites: ARTV 108

This course is designed for the intermediate video student who is capable of producing projects with a foundational conceptual approach to time-based media. Highlighting specific techniques in camerawork and editing, assignments ask students create individual video projects using cinematic strategies of the moving image that are explored in class screenings, texts and discussions.

**ARTV 323 | FILM AND THE FEMALE GENDER****Units: 4 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area, Domestic Diversity level 1**

Prerequisites: ARTV 105

This studio praxis course examines representations of female gender in cinema and artists' films. Screenings, readings and discussions demonstrate how films are not neutral in presentation of gender--in neither form nor content. Cinema, using specific techniques to produce a dynamic of power through vision and image, has historically privileged a position of heteronormative male desire. In the studio production portion of the course, these techniques are examined as strategies that can be deconstructed, revised and reimagined in individual projects to challenge and question these dynamics. Along with examples of films that are alternatives to this model, readings and discussions help students understand femininity and gender as constructs, and provide cultural and societal contexts to screened works. Text discussions, screenings and individual art projects delineate the framing of the female gender within a cinematic context—and ultimately, explore the relationship between cinema, subjectivity, identity and the body.

**ARTV 324 | ADVANCED VIDEO STUDIO****Units: 4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Prerequisites: ARTV 108 and (ARTV 308 or ARTV 320)

This course is designed for the student with an advanced technical, conceptual and aesthetic grasp of time-based media. Students create individual video projects in a group workshop setting and also are provided one-on-one guidance from the instructor. May be repeated for credit.

**ARTV 325 | PRACTICUM IN VISUAL ARTS****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

A practical course of limited hours or short duration, focusing on a specific project in the visual arts.

**ARTV 329 | FUNDAMENTALS OF PAINTING****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 101

Introduction to the fundamental principles, tools, and techniques necessary for successful expression through the language of painting. The primary emphasis throughout the semester will be on developing the student's technical proficiency with the medium of painting and enhancing eye/hand coordination. The majority of paintings will be developed from direct observation, with a few projects exploring the artist's subjective interests. May be repeated for credit when ARTV 429 is not offered.

**ARTV 333 | INTERDISCIPLINARY 2D STUDIO****Units: 4 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

In this studio course, students experiment with a wide range of materials, processes and strategies to create individual two-dimensional compositions. Students are prompted to explore material, conceptual, and disciplinary boundaries of the two-dimensional visual field through class exercises, and individual assignments. Choice of media can include a range of traditional painting, drawing or printmaking materials, as well as those photographic and digital in nature. Image presentations, discussions, field trips, readings and critiques will provide a framework for contextualizing students' studio-based projects.

**ARTV 344 | FIGURE DRAWING****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 101

A studio course emphasizing the structure and anatomy of the human figure. A variety of drawing techniques and media will be utilized to depict the live model. May be repeated for credit.

**ARTV 350 | ART FUNDAMENTALS****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course will investigate the function and practice of art education in various contexts: schools, museums, and community arts organizations. Students will explore how art education functions in these environments to foster constructivist learning, visual literacy, community-building, and/or social transformation. In addition to classroom projects, readings, slide presentations, and discussions, we will be using local resources for field-learning and exploration.

**ARTV 353 | COLOR PHOTOGRAPHY****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

An introduction to the aesthetic and technical considerations of color photography. The course covers basic camera operations, appropriate exposure and processing strategies, and the development of critical issues of color photography. The class includes an introduction to digital imaging, including image scanning and storage strategies, image manipulation, color correction, and digital photographic printing. All prints will be made digitally in the computer lab. Materials not included.

**ARTV 354 | INTERMEDIATE PHOTOGRAPHY****Units: 4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Prerequisites: ARTV 160

In this course photographs are made in an attempt to discover the student's singular voice by building upon the foundation laid by exemplary photographers. The study of artists selected by the student is encouraged through assigned readings, discussions, lectures, and writing assignments. Photographs are made in color and black and white, with both digital and traditional media. Materials not included.

**ARTV 355 | DIGITAL PHOTOGRAPHY: THEORY AND PRACTICE****Units: 4 Repeatability: No**

We will make color images with the digital camera, editing the results and making prints with Adobe Photoshop software. Directed projects are designed to encourage visual thinking and to assist us in seeking to understand the world as seen through a camera. All pictures will be understood within fine art traditions, and examined against the background of selected photographers who have contributed to the medium's history since its 19th century beginnings. Both old and new traditions of picture making will inform discussions and we will read and comment about its artistic, historical and social roles.

**ARTV 356 | BETWEEN ME AND YOU: REPRESENTING THE SELF AND THE OTHER****Units: 4 Repeatability: No****Core Attributes: Artistic Inquiry area, Global Diversity level 2**

A major question of early 21st century artmaking and its display has been the privileges and responsibilities that come of representation. Who is enabled to depict whom, or who is engaged in the process of deciding what gets shown where are often invisible hierarchies. Informed practice in this field begins with an awareness of oneself and one's relationship to those outside of oneself, as well as of the context in which one brings a project. This course guides students to consider issues in representing the self, the other, and communities with which an author does or doesn't identify. Studio practice is grounded in photography and supported by reading and viewership. The items viewed and considered will be interdisciplinary and both local and global in scope, including film, literature, and social media.

**ARTV 357 | LINE IN THE SAND****Units: 4 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area, Global Diversity level 2**

A boundary is a question. What is it? Who put it there? How does it influence those who exist on either side of it? Is one side privileged over the other because of the origin story of the boundary? Is that privilege visible or neutralized? Is oppression a necessary condition of boundaries? Where does the boundary end in real space or in imagined identities? How does it change over time? Importantly for this class, how do photographic and literary depictions reflect and influence stasis and change, privilege and oppression, and the very capacity to describe one's own condition? This class will use literature and lens-based mediums to trace depictions of boundaries and borders, and will provide students the opportunity to both analyze existing representations and create their own. We will initially focus on the U.S./Mexico border on which we live and work, but we will also complicate the notion of the "boundary" by examining borders present in situations that go beyond notions of the nation-state. Students will work on an integrated project that describes the border most relevant to their own identities and imaginations, drawing on resources from the disciplines of literature and photography.

**ARTV 361 | ADVANCED PHOTOGRAPHY****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 354

Studio course for students' advanced photographic practice in the context of group critique and individualized research. Students have access to department equipment and labs, must purchase materials as per the needs of their projects, and are encouraged to purchase equipment as well.

**ARTV 362 | PORTRAITS IN PHOTOGRAPHY****Units: 4 Repeatability: No**

This course engages the student in making analog and digital portraits in color and black and white photographic media. Students make environmental and formal portraits utilizing both natural and artificial light, including electronic strobe. Students are required to complete a body of work reflecting the concerns of portraiture within a fine arts context. Materials not included.

**ARTV 369 | INTERMEDIATE / ADVANCED SCULPTURE****Units: 4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Prerequisites: ARTV 104 or ARTV 105

A multi-level studio course designed to advance students' technical and conceptual skills through a series of sculptural problems beyond the introductory level. Studio projects, technical demonstrations, lectures, readings and field trips create context within the history and practice of contemporary sculpture, expanding students' knowledge of traditional and experimental approaches to sculpture, while aiding the development (particularly at the advanced level) of a personal body of work.



**ARTV 370 | DESIGNING FOR SOCIAL SPACE****Units: 4 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

This studio seminar considers a constellation of artistic developments of the last 40 years that employ social space and activity as important artistic venues or materials. The class will examine the impulse towards social engagement in art: the desire to make art beyond the gallery, to facilitate collective change, to practice a form of creativity beyond individual authorship, or to avoid the market's hold on art. Through experiments, exercises and art projects, readings and lectures students will explore site-specific sculpture and installation, social sculpture, collaborations and artistic interactivity.

**ARTV 371 | SCULPTURE / LANDSCAPE****Units: 4 Repeatability: No****Core Attributes: Artistic Inquiry area**

A studio seminar course organized around the overlapping topics of landscape, sculpture and land art, Sculpture/Landscape is designed to offer intermediate and advanced Visual Arts students an opportunity to continue developing technical and conceptual skills in sculpture while also providing motivated students without experience an exciting entry to the discipline. Through technical exercises, studio projects, field trips, lectures, readings and discussions we will explore contemporary sculpture and installation practice in relation to the land and historical and contemporary ideas about land, all while taking advantage of San Diego's year-round growing season, diverse micro-climates and post-modern botanical vocabulary.

**ARTV 375 | STUDY ABROAD IN VISUAL ARTS****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An investigation of site-specific issues or topics in visual arts, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARTV 375 can be taken concurrently during a study abroad semester or summer.

**ARTV 382 | PUBLIC ART STUDIO****Units: 4 Repeatability: No**

This course focuses on the role of the artist outside of the gallery/museum context. Tangential to this investigation will be discussions that engage social, political, and urban issues relevant to this expanded public context. Traditional approaches of enhancement and commemoration will be examined in light of more temporal and critical methodologies. Historical examples will be studied and discussed, including the Soviet Constructivist experiments, the Situationists, Conceptual art and more recent interventionist strategies.

**ARTV 395 | JUNIOR SEMINAR****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Junior Seminar is an association (or blending) of methods and discourse to further the advancing art major's understanding of how research and 'making things' are key components to a working discipline. Further, the course material will be used to help develop work in their chosen areas, or to help establish a work ethic as an enrichment of their personal "voice" and potential growth in their conceptual awareness. This course may be considered as a perspective in their ongoing development and research with a deep emphasis on experimentation. Using a mixture of art historical research, cross-disciplinary investigation, a deeper understanding of what our department of art offers and a wide range of experimental exercises in various mediums we will focus on theme development, research techniques, and studio practice.

**ARTV 400 | ADVANCED VISUAL COMMUNICATIONS****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 103 and ARTV 300

Advanced problem-solving, further analysis of form and meaning, and continued exploration of the historical and cultural issues in contemporary visual communications. Projects emphasize creative thinking and require the students to place greater emphasis on research, exploration, and preparation of work for final presentation. May be repeated for credit. Spring semester.

**ARTV 403 | ADVANCED DRAWING/PAINTING SEMINAR****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 101 and ARTV 302

This course is designed to challenge students who have already demonstrated an intermediate level of proficiency in drawing. Lectures, reading discussions, and drawing projects will unfold throughout the semester around a single unified topic, resulting in a cohesive portfolio for the student. The course's central topic will change every semester, enabling students to repeat the course without repeating its content. The following is a partial list of the topics that will be explored: representation, identity, and the narrative portrait; informed by nature: The landscape from the panoramic to the microscopic; the expressionist voice; techniques of the old masters; drawing the artists' book. May be repeated for credit. (fall semester).

**ARTV 420 | DIGITAL AUDIO COMPOSITION****Units: 3 Repeatability: No**

Prerequisites: ARTH 109

Analysis of historical and contemporary experimental music and sound provides the foundation for structured and creative composition using digitized sound. Includes an introduction to sampling, recording techniques, digital audio editing, effects processing, and mixing using Digital Performer and related software. Workshop format includes critique of work-in-progress and opportunities for public performance. Cross-listed as MUSC 420. ARTH 109/MUSC 109 recommended, but not required. Prior musical experience not required.

**ARTV 421 | INTERACTIVE DIGITAL MUSIC AND ARTS****Units: 3**

Prerequisites: ARTV 420 or MUSC 420

A workshop on the creation of interactive digital works of sound art or music using state-of-the-art hardware and software, focusing on Mas/MSP/Jitter. Includes study of the theoretical, aesthetic, philosophical and historical background in computer-human interaction and the arts, basic tenets of programming, and practical exercises in programming interactive computer multimedia art. Cross-listed as MUSC 421.

**ARTV 424 | ART AND THE SOUNDSCAPE****Units: 3****Core Attributes: Advanced Integration**

Prerequisites: ARTH 109 or MUSC 109

Artistic and scholarly investigation into the soundscape—the totality of the sonic environment invested with significance by human imagination. Creative work in media of the students choice, including new and cross-disciplinary media such as sound art, installation art, electronic music, phonography, instrument construction and the internet. Critical writing about creative work and its social and historical situation. Cross-listed as MUSC 424.

**ARTV 429 | INTERMEDIATE/ADVANCED PAINTING****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 328

A multi-level course designed to refine the technical skills of intermediate and advanced students, while developing their individual concerns through a cohesive series of paintings. Assignments, presentations, and readings will challenge the student to consider a variety of thematic and stylistic approaches to the art of painting. May be repeated for credit.

**ARTV 490 | SENIOR THESIS STUDIO SEMINAR****Units: 4 Repeatability: No****Core Attributes: Oral communication competency**

A studio-seminar course designed for Visual Art majors in their senior year to help prepare them for ARTV 496 – Senior Exhibition Project. Students will develop a mature body of work in their selected discipline(s) and formulate critical positions on their work through readings, lectures and cross-disciplinary discussions pertaining to a range of creative practices. Required for all Visual Art majors in their senior year. Fall semester.

**ARTV 494 | SPECIAL TOPICS IN VISUAL ARTS****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

An in-depth investigation in a studio setting of selected topics in the visual arts. Issues of current and historical interests, methods, and techniques are addressed. May be repeated when topic changes. Two sections may be enrolled in concurrently if topic differs.

**ARTV 495 | SENIOR THESIS****Units: 1 Repeatability: No**

This course requires the student to mount an exhibition of his or her most significant art work carried out during undergraduate education; present a written thesis that analyzes the development of, and influences on, his/her work; and participate in an oral defense of that thesis with the art faculty and their peers. Senior Exhibition Project should be taken in the final semester of the senior year. Every semester.

**ARTV 496 | SENIOR THESIS****Units: 1**

This course requires the student to mount an exhibition of his or her most significant art work carried out during undergraduate education; present a written thesis that analyzes the development of, and influences on, his/her work; and participate in an oral defense of that thesis with the art faculty and their peers. Senior Exhibition Project should be taken in the final semester of the senior year. Every semester.

**ARTV 498 | STUDIO INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

The practice of the specialized skills, tools, basic materials and production techniques at local professional art and design studios under the direct supervision of their senior staff. Students will present a written report to the faculty.

**ARTV 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established visual arts courses.

## Asian Studies

### Program Director

Yi Sun, PhD, History

### Affiliated Faculty

Christopher Adler, PhD, Music

Bahar Davary, PhD, Theology and Religious Studies

Kokila Doshi, PhD, Economics

Koonyong Kim, PhD, English

Kacie Miura, PhD, Political Science and International Relations

Jessica Patterson, PhD, Art, Architecture + Art History

Ann Pirruccello, PhD, Philosophy

Thomas E. Reifer, PhD, Sociology

Hiroko Takagi, PhD, Languages, Cultures and Literatures

Karma Lekshe Tsomo, PhD, Theology and Religious Studies

Mei Yang, PhD, Languages, Cultures and Literatures

## The Asian Studies Minor

The Asian studies minor is an interdisciplinary academic program that provides students an opportunity to supplement their major with a structured and directed program of study in Asian histories, religions, cultures, politics and societies. It is designed to help students develop a nuanced and sophisticated understanding of Asian countries and their peoples, and to enhance the students' awareness of themselves and their role in an increasingly globalized world.

### Minor Requirements

#### Option I

Four semesters (12 units) of Asian language study at the college or university level and three courses (nine units), including a minimum of two disciplines, from the upper-division Asian studies courses listed under option III.

#### Option II

Fourth semester competency in an Asian language and four courses (12 units), including a minimum of two disciplines, from the upper-division Asian studies courses listed under option III.

#### Option III

Code	Title	Units
18 units, including six units of lower-division courses, from		6
ARTH 102	Introduction to Asian Art History	
ARTH 140	The Buddhist Temple	
ASIA 194	Topics in Asian Studies	
HIST 130	East Asia in Transformation	
PHIL 175	Asian Philosophy	
THRS 112	Introduction to World Religions	
and 12 units of upper-division courses from a minimum of two academic disciplines, from		12
ARTH 360	Asia Modern	
ASIA 494	Topics in Asian Studies	
CHIN 347	Chinese Cinema: Postsocialism and Modernity	
ECON 337	Economic Development of Asia	
HIST 364	Topics in Asian History	
HIST 365	China: Rise to Global Power	
HIST 366	Japan: Samurai to Subaru	
HIST 367	Women's Lives in East Asia	
HIST 372	United States-East Asia Relations	
JAPN 301	Conversation and Composition	
JAPN 302	Contemporary Japan: Culture, Politics and Society	
MUSC 340	Topics in World Music	
MUSC 357	Gamelan Ensemble	
MUSC 440	Topics in Ethnomusicology	
PHIL 476	Studies in Asian Philosophy	
POLS 358	Politics in South Asia	
POLS 367	Politics in Japan	
POLS 368	Politics in China	
THRS 312	The Hindu Tradition	
THRS 314	Buddhist Thought and Culture	
THRS 315	Islamic Thought and Culture	
THRS 316		

THRS 317

**Total Units****18**

Other courses related to Asia, including study abroad courses, may also qualify for the minor under any of these options. Please contact the director for approval. Under all three options, a minimum of six upper-division units must be taken on the USD campus.

**ASIA 194 | TOPICS IN ASIAN STUDIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)****ASIA 494 | TOPICS IN ASIAN STUDIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

## Behavioral Neuroscience

Please see Behavioral Neuroscience (p. 255).

## Biochemistry

See Chemistry and Biochemistry (p. 107).

## Biology

### Chair

Mary Sue Lowery, PhD

### Faculty

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The Department of Biology offers a program that provides a thorough preparation for graduate or professional school, the laboratory training necessary for entry into advanced programs in biotechnology, or a supplement to other major studies needing a broad background in biology. A strong emphasis is placed on laboratory and field experience, not only to acquaint the student with the working methods of science, but also to foster inquiry and creativity. Moreover, in recognition that all biological understanding has its origin in research, and this fundamental activity is as exciting as it is enlightening, all biology majors are required to include a Research Experience in their program of study. The Research Experience can be fulfilled in several ways, including research on campus under faculty supervision (see Undergraduate Research) or off-campus through our internship program. The

following high school preparation is strongly recommended for students planning a major in biology at USD: elementary algebra, plane geometry, intermediate algebra, trigonometry, chemistry, physics and biology.

Students are urged to consult departmental advisors early in their college career in order to select a program of courses most suitable to their future goals. The high faculty-to-student ratio allows each student to receive individualized assistance in course selection and career planning. The flexible structure of the biology major allows each student to focus his or her studies in one or more areas of interest. To assist those students preparing for careers in the health sciences, the university offers a Pre-Health Advising office within the Dean's office of the College of Arts and Sciences. By working together with the Pre-Health advisor and their academic advisor within the Biology Department, pre-health students can design a course of study that best prepares them for their chosen professional school.

## The Life Science Teaching Credential

The California Life Science Teaching Credential requires a major in biology. Students seeking this credential should consult a biology faculty advisor.

## Undergraduate Research

Deeper exposure to the research process can be a valuable component of the undergraduate experience. All biology students are invited to participate in the research programs of our faculty members. Alternatively, a student may wish to design a project of his/her own with faculty supervision. Either of these options can earn upper division biology units (BIOL 496 (<http://catalogs.sandiego.edu/search/?P=BIOL%20496>)) and fulfill the Research Experience requirement of the biology major. Students interested in graduate school will find the research experience an instructive preview of what lies ahead, and students applying to professional schools will find it a significant asset. USD students often publish their findings and/or present them at scientific meetings, including the annual USD undergraduate research conference "Creative Collaborations."

## Special Emphases within the Biology Major

Several model programs of study are listed below and should serve to illustrate the adaptable nature of the biology curriculum. Specific programs of study other than those listed below can be designed with the aid of an advisor from the biology faculty.

### Pre-Health Sciences Emphasis

The biology major provides an excellent preparation for those students interested in pursuing future studies in one of the health professional programs (medicine, dentistry, veterinary medicine, pharmacy, optometry, podiatry, nursing, physical therapy, etc.). Our curriculum provides students with a strong foundation in biological concepts as well as the analytical and communication skills needed by health professionals. To assist students preparing for a career in the health sciences, the university's Pre-Health Advising Office can provide students with specific graduate program prerequisites, help locate volunteer and community service opportunities, and help students understand the professional school application process.

Most of the prerequisite courses for the pre-health programs are included in the preparatory courses required for the biology major. In addition, many programs now strongly recommend or require additional courses in genetics (BIOL 300), cell/molecular biology (BIOL 480, BIOL 482), statistics (BIOL 301), and biochemistry (CHEM 331); an increasing number of dental, pharmacy, optometry, nursing, and physical therapy programs require human anatomy & physiology (BIOL 212, BIOL 213). Additional biology courses that would likely be of interest to those students planning to pursue a career in the medical field include Comparative Anatomy of Vertebrates (BIOL 320), Microbiology (BIOL 342),

Animal Development (BIOL 376), Vertebrate Physiology (BIOL 478), and Immunology (BIOL 484). By working together with the pre-health advisor and their academic advisors within the biology department, pre-health students can design a course of study within the Biology major that best prepares them for their chosen professional school.

### *Molecular and Cellular Biology Emphasis*

An emphasis in molecular and cellular biology (MCB) provides a student with a broad understanding of biological principles while focusing on cellular and subcellular biology. An emphasis in MCB can prepare students for entry-level careers or graduate/professional studies in the health professions, biotechnology and pharmaceutical industry, higher education, government, and many other areas. These include traditional graduate programs in the biological sciences as well as Professional Science Masters degree (PSM) programs for those interested in leadership roles in biotech/pharma companies. Recommended upper-division biology courses include Molecular Biology (BIOL 482), Techniques in Molecular Biology (BIOL 330), Cell Physiology with Lab (BIOL 480 & BIOL 480L), Immunology (BIOL 484), Microbiology (BIOL 342), Electron Microscopy (BIOL 432), Animal Development (BIOL 376), and Biostatistics (BIOL 301). Addition of Biochemistry (CHEM 331) and Biochemistry Laboratory (CHEM 335) should also be considered. Students with an interest in physiology should also consider taking Plant Physiology (BIOL 472), Invertebrate Physiology (BIOL 477), and/or Vertebrate Physiology (BIOL 478). MCB students should also consider taking additional mathematics and a basic computer programming course. Biology majors pursuing this emphasis can meet their Research Experience requirement by participating in research in the lab of a Biology or Biochemistry faculty member with a research program in these areas, or in the lab of an off-campus researcher through our internship program.

### *Ecology and Evolutionary Biology Emphasis*

A specialization in ecology and evolution (EE) provides a broad understanding of biological principles that can be applied to a variety of career paths. Graduates may take positions with local, state and federal government agencies (wildlife and fisheries management, natural resource management, park rangers, and game wardens), enter consulting firms (environmental consulting or environmental law), or continue with graduate studies for an academic career at colleges, universities, museums, or other research organizations such as zoological parks and aquariums. Students will have the option of tailoring their course and lab requirements to emphasize animal, plant, or ecological studies with an emphasis on field studies. Recommended upper-level division course include: Plant Systematics and Evolution (BIOL 344), Vertebrate Natural History (BIOL 346), Insect Biology (BIOL 348), Conservation Biology (BIOL 364), Desert Biology (BIOL 340), Ecological Communities of San Diego (BIOL 361), Insect Biology (BIOL 348), Population Biology (BIOL 416), and Biological Oceanography (BIOL 451W). Students with a particular interest in comparative physiology should take courses in Invertebrate Physiology (BIOL 477), Plant Physiology (BIOL 472), and Vertebrate Physiology (BIOL 478). Students interested in environmental consulting should consider taking courses in Geographic Information Systems (EOSC 314) and (EOSC 415). All students pursuing an EE path should take Biostatistics (BIOL 301). Biology majors pursuing this emphasis can meet their Research Experience requirement by engaging in research in the lab of a Biology or Marine Science faculty member with a research program in these areas, or in the lab of an off-campus researcher through our internship program.

### *Marine Biology Emphasis*

Developing an emphasis in marine biology is ideal for those planning to focus on the biological dimension of life in the sea, either in preparation for graduate school or for a career in the care or study of marine life. In addition to the general program, Biostatistics (BIOL 301), Vertebrate Natural History (BIOL 346), Invertebrate Zoology (BIOL 350), and Biological Oceanography (BIOL 451W)

are recommended. Students with an interest in marine biology should also consider including courses from the Environmental and Ocean Sciences (EOSC) Department to complement their foundation in general biology. This program also offers a major in Environmental and Ocean Sciences, with a pathway in Marine Ecology. A minor in Environmental and Ocean Sciences is recommended for those students interested in field applications in biology that include a marine element. Biology majors pursuing this emphasis can meet their Research Experience requirement by engaging in research in the lab of a Biology or EOSC faculty member with a research program in this area, or in the lab of an off-campus researcher through our internship program.

## *The Biology Major*

### *Preparation for the Major*

Code	Title	Units
BIOL 240 & 240L	Bioenergetics and Systems and Bioenergetics and Systems Laboratory	4
BIOL 242 & 242L	Genomes and Evolution and Genomes and Evolution Laboratory	4
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	4
MATH 130 or MATH 150 or MATH 151	Survey of Calculus Calculus I Calculus II	3-4
PHYS 136 & 136L	General Physics I and General Physics I Lab	4
PHYS 137 & 137L	General Physics II and General Physics II Lab	4
<b>Total Units</b>		<b>31-32</b>

### *Major Requirements*

A minimum of 28 Upper-Division Units in biology is required. These must include:

Code	Title	Units
<b>Required Courses</b>		
BIOL 300	Genetics	3
BIOL 305	Ecology	3
BIOL 309	Research Methods	2
BIOL 495	Biology Capstone Seminar <sup>1</sup>	2
<b>Research Experience</b>		
Select one of the following:		3-4
BIOL 490	Research Project	
BIOL 491	Science in the Public Domain	
BIOL 496	Research <sup>2</sup>	
BIOL 498	Research Internship <sup>2</sup>	
<b>Upper Division Units</b>		<b>14</b>
<b>Total Units</b>		<b>27-28</b>

<sup>1</sup> following completion of the Research Experience

<sup>2</sup> BIOL 496 Research for three units over at least two semesters or BIOL 498 Research Internship for three units over at least two semesters



Students may choose elective courses according to their interests for the remainder of their upper-division units, but these must include a minimum of three laboratory classes (the Research Experience does not count as one of the three). At least 16 of the upper-division units for the major must be completed at USD.

## Recommended Program of Study, Biology

### Freshman Year

#### Semester I

LLC Class

Select one of the following:

BIOL 240 Bioenergetics and Systems  
& 240L

BIOL 242 Genomes and Evolution  
& 242L

Select one of the following:

CHEM 151 General Chemistry I  
& 151L

MATH 130 Survey of Calculus  
or 150 Calculus I

CC or electives

#### Semester II

Select one of the following:

BIOL 240 Bioenergetics and Systems  
& 240L

BIOL 242 Genomes and Evolution  
& 242L

Select one of the following:

CHEM 152 General Chemistry II  
& 152L

MATH 130 Survey of Calculus  
or 150 Calculus I

CC or electives

### Sophomore Year

#### Semester I

Select one or two of the following:

BIOL 300 Genetics

BIOL 305 Ecology

BIOL 309 Research Methods

Select one of the following:

CHEM 151 General Chemistry I  
& 151L

CHEM 301 Organic Chemistry I  
& 301L

CC or electives

#### Semester II

Select two of the following:

BIOL 300 Genetics

BIOL 305 Ecology

BIOL 309 Research Methods

CHEM 152 General Chemistry II  
& 152L

CC or electives

### Junior Year

#### Semester I

BIOL electives 4-8

PHYS 136 General Physics I 4  
& 136L

CC or electives 3-6

#### Semester II

BIOL electives 4-8

Units PHYS 137 General Physics II 4  
3 & 137L

4 CC or electives 3-6

### Senior Year

#### Semester I

Select one or both of the following: 2-8

BIOL 495 Biology Capstone Seminar

BIOL electives

CC or electives 3-6

#### Semester II

Select one or both of the following: 2-8

BIOL 495 Biology Capstone Seminar

BIOL electives

3-4 CC or electives 3-6

4

## Recommended Program of Study: Integrated Teacher Preparation Program (ITPP) Pathway

The Integrated Teacher Preparation Program (ITPP) provides paths to 4-year science and math degrees that include a teaching credential and preparation for the California Subject Examination for Teachers (CSET). Students who are interested in middle or secondary education (grades 6-12) in California may earn a degree in biology while simultaneously completing requirements for a teaching credential. The degree integrates content knowledge and laboratory practices in the discipline, evidence-based teaching/learning theories, teaching performance expectations, and pre-student teaching clinical practice while satisfying baccalaureate degree requirements and CTC single subject credential program standards. There is some flexibility to meet individual needs. Students are encouraged to consult the ITPP website (<http://www.sandiego.edu/itpp>) and advisors ([itpp@sandiego.edu](mailto:itpp@sandiego.edu)) to ensure that their needs and interests will be met.

In addition to all courses for the biology major, students completing the ITPP pathway must also take the following:

	Code	Title	Units
	EOSC 110	Introduction to Geosciences	4
	EDTE 300P	Diversity, Inclusion & Schooling	3
6-9	EDTE 301P	Methods for Language & Literacy	3
	EDTE 304P	Secondary Methods I	3
5-6	EDTE 306P	Secondary Methods II: Science	3
	EDTE 310P	Educational Psychology	3
	EDTE 311P	Equity & Advocacy in Educational Systems	3
	EDTE 312P	Methods for English Learners	3
4	EDUC 491P	Student Teaching for the Single Subject Credential	9
3-6	EDUC 491S	Student Teaching Seminar for the Single Subject Credential	3
	<b>Total Units</b>		<b>37</b>

The following paradigm is included as a guide only, and should not be interpreted in a rigid sense. Elective courses may be taken at any time as long as the course prerequisites have been satisfied.

### Freshman Year

#### Semester I

Select one of the following:

BIOL 240 & 240L	Bioenergetics and Systems
BIOL 242 & 242L	Genomes and Evolution

Select one of the following:

CHEM 151 & 151L	General Chemistry I
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CC or Electives

#### Semester II

Select one of the following:

BIOL 240 & 240L	Bioenergetics and Systems
BIOL 242 & 242L	Genomes and Evolution

Select one of the following:

CHEM 152 & 152L	General Chemistry II
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CC or Electives

#### Semester III (Summer)

EOSC 110	Introduction to Geosciences
MATH 130 or 150	Survey of Calculus Calculus I

### Sophomore Year

#### Semester I

Select one of the following:

BIOL 300	Genetics
BIOL 305	Ecology
CHEM 301 & 301L	Organic Chemistry I
EDTE 300P	Diversity, Inclusion & Schooling
CC or Electives	

#### Semester II

Select one of the following:

BIOL 300	Genetics
BIOL 305	Ecology
EDTE 311P	Equity & Advocacy in Educational Systems
CC or Electives	

#### Semester III (Summer)

EDTE 310P	Educational Psychology
CC or Electives	

### Junior Year

#### Semester I

BIOL electives	4-8
PHYS 136 & 136L	General Physics I
EDTE 304P	Secondary Methods I

CC or Electives 3-6

#### Semester II

BIOL electives	4-8
PHYS 137 & 137L	General Physics II
EDTE 306P	Secondary Methods II: Science
EDTE 312P	Methods for English Learners
CC or Electives	3-6

#### Semester III (Summer)

CC or Electives 6

### Senior Year

#### Semester I

EDTE 301P	Methods for Language & Literacy	3
EDUC 491P	Student Teaching for the Single Subject Credential	9
EDUC 491S	Student Teaching Seminar for the Single Subject Credential	3

#### Semester II

Select one or both of the following: 2-8

BIOL 495	Biology Capstone Seminar
BIOL electives	
CC or Electives	6-8

<sup>1</sup> Students must complete the full year of General Biology with lab at USD (as BIOL 240/240L/242/242L) or at SDCCD (as BIOL 210AB. Partial articulation will not be permitted (taking Bio 210A at SDCCD and either BIOL 240/240L or 242/242L at USD).

## The Biology Minor

### Minimum Requirements

Code	Title	Units
BIOL 240 & 240L	Bioenergetics and Systems and Bioenergetics and Systems Laboratory	4
BIOL 242 & 242L	Genomes and Evolution and Genomes and Evolution Laboratory	4
10 units of upper division Biology that must include:		
BIOL 300	Genetics	3
and/or		
BIOL 305	Ecology	3

Note: All upper-division biology courses require BIOL 300 or BIOL 305 or both as prerequisites; CHEM 301 is a prerequisite for some upper-division biology courses. For the biology minor, total credit for BIOL 496, BIOL 497, and BIOL 498 is limited to three units. Courses for the minor should be selected with the aid of a biology faculty advisor. At least four units of upper-division biology must be taken at USD.

**BIOL 110 | LIFE SCIENCE FOR EDUCATORS****Units: 3****Non-Core Attributes: Life Science-Pre F17 CORE**

A one-semester course in the general concepts of biology tailored for the liberal studies major. The course is designed to meet the subject matter requirement in life science for the Multiple Subject Teaching Credential. Topics covered include an overview of the scientific method, biochemical molecules, cell structure and function, anatomy and physiology of animals and plants, genetics, evolution, and ecology. Field trips and laboratory assignments will provide experience with selected biological principles and practices. Students majoring in liberal studies cannot take this course pass/fail. Two hours of lecture and one laboratory weekly.

**BIOL 111 | SURVEY OF BIOLOGY WITH LAB****Units: 3-4****Non-Core Attributes: Lab**

A one-semester course in the general concepts of biology providing the non-major with an overview of the living world and the principles of life processes. BIOL 101 is lecture only, 111 is two hours of lecture per week and one laboratory every other week.

**BIOL 112 | ECOLOGY AND ENVIRONMENTAL BIOLOGY WITH LAB****Units: 4 Repeatability: No****Core Attributes: Science/Tech Inquiry area****Non-Core Attributes: Lab**

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the ecosystem concept, population growth and regulation, and our modification of the environment. Laboratory will include field trips, including a possible overnight trip to the desert.

**BIOL 113 | PLANTS AND PEOPLE****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area**

What are the major ways that plants and plant products contribute to human life and how have humans modified plants and their environments? Biology 113, Plants and People, is a one-semester course (Science and Technological Inquiry Core Area) that endeavors to answer these questions. It is about humans and their knowledge, uses, and abuses of plants. The biology of plants is considered from a scientific viewpoint; drawing on topics of anatomy, morphology, physiology, ecology, evolution, taxonomy, and biotechnology. The basis of this course is science literacy, defined as citizen-level fluency for comprehending the process through which science's way of knowing brings understanding of the natural world. 4 units: 3 hours of lecture and one 4-hour lab, weekly.

**BIOL 114 | TOPICS IN HUMAN BIOLOGY WITH LAB****Units: 3****Non-Core Attributes: Life Science-Pre F17 CORE**

This is a course in general biology with a human emphasis for non-majors. The general principles of evolution, genetics, biochemistry, and physiology are illustrated by reference to normal and abnormal human body function. Behavioral biology and ecology are also treated from a primarily human viewpoint. 104 is lecture only, 114 is two hours of lecture per week and one laboratory every other week.

**BIOL 115 | PHYSIOLOGY OF EXERCISE WITH LAB****Units: 4****Non-Core Attributes: Life Science-Pre F17 CORE**

A study of human physiology and how the body accommodates physical exercise. Training procedures, health, and importance of nutrition and ergogenic aids are emphasized. PHYS 105 is lecture only for 3 units, 115 is three hours of lecture and one laboratory weekly.

**BIOL 116 | EARTH AND LIFE SCIENCE FOR EDUCATORS****Units: 3**

A laboratory/lecture/discussion class in the general concepts of earth science and life science for Liberal Studies majors. The course topics are selected to satisfy the earth and life science specifications for the science content standards for California Public Schools and the Multiple Subject Teaching Credential. Laboratory activities and field trips will provide experience with selected principles and relate them to suggested teaching practice at the K-8 grade level. Two two-hour laboratory sessions per week. Spring semester.

**BIOL 117 | INTEGRATING INDIGENOUS AND WESTERN SCIENCE****Units: 4 Repeatability: No****Core Attributes: Science/Tech Inquiry area, Domestic Diversity level 1****Non-Core Attributes: Community Engagement, Lab**

Biology 117, Integrating Indigenous and Western Science, is a one-semester course that meets Science and Technological Inquiry (STI) and Diversity Inclusion & Social Justice I (DISJ) core areas. General biological concepts are considered from a western scientific viewpoint, while concurrently engaging Indigenous ways of being in relationship with the natural world. The course includes a service-learning component with Community Partners. 4 units: 3 hours of lecture and one 4-hour lab, weekly.

**BIOL 118 | PEOPLES, PLAGUES AND MICROBES****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area**

An introduction to the infectious microbes that have caused major plagues throughout human history. This non-majors course will examine epidemics that have decimated populations across entire continents and consider the resulting reverberations that continue to shape modern society. Special attention will be devoted to the evolution of pathogenic microbes that cause infectious disease. The laboratory experience will train students in microscopy and aseptic techniques while providing an opportunity to apply the scientific method in a study of microorganisms.

**BIOL 212 | ANATOMY AND PHYSIOLOGY I****Units: 4**

A two-semester course on the fundamentals of human anatomy and physiology. The biological function and structure of the cells, tissues, and major organ systems in the body will be covered, along with basic concepts of chemistry and physics. The course will also cover the pathological conditions that are most often seen by medical personnel, and will discuss how the loss of homeostasis leads to pathology or disease. BIOL 212 is the prerequisite for BIOL 213, and this combination is intended to meet the requirements of students preparing for allied health occupations. This course will not satisfy Core Life Science requirement or requirements for a major or minor in biology. Three hours of lecture and one laboratory weekly.

**BIOL 213 | ANATOMY AND PHYSIOLOGY II****Units: 4****Prerequisites: BIOL 212**

A two-semester course on the fundamentals of human anatomy and physiology. The biological function and structure of the cells, tissues, and major organ systems in the body will be covered, along with basic concepts of chemistry and physics. The course will also cover the pathological conditions that are most often seen by medical personnel, and will discuss how the loss of homeostasis leads to pathology or disease. BIOL 212 is the prerequisite for BIOL 213, and this combination is intended to meet the requirements of students preparing for allied health occupations. This course will not satisfy Core Life Science requirement or requirements for a major or minor in biology. Three hours of lecture and one laboratory weekly.

**BIOL 214 | MEDICAL MICROBIOLOGY****Units: 4 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: (BIOL 240 and BIOL 240L) or (BIOL 242 and BIOL 242L)

This course is designed to be an introduction to microbiology for students working towards health-related professions. Fundamentals of microbiology, including Bacteriology, Virology, Mycology (fungi), and Parasitology (protozoa) will be covered, with an emphasis on human pathogens. Topics will include, but are not limited to bacterial structure, physiology and metabolism, bacterial pathogenesis and virulence, normal flora of the human body, immunology, methods of diagnosing and treating infections, viruses including influenza and HIV, and epidemiology. The laboratory portion of the class will focus on aseptic technique, inoculation and maintenance of cultures, microscopy, and identifying bacteria through both culture-based and molecular methods.

**BIOL 240 | BIOENERGETICS AND SYSTEMS****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area**

This one-semester course for biology majors provides an introduction to the mechanisms of energy flow within cells and between organisms and the environment. Lecture topics will include cellular respiration and photosynthesis, organismal physiology and locomotion, and ecological interactions. Concurrent registration in 240L is strongly recommended, and required for Core credit. Offered every semester.

**BIOL 240L | BIOENERGETICS AND SYSTEMS LABORATORY****Units: 1 Repeatability: No****Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area**

This one-semester course for biology majors provides an introduction to the mechanisms of energy flow within cells and between organisms and the environment. The laboratory will include inquiry into the mechanisms of physiology, including testing novel hypotheses concerning bioenergetics. Concurrent registration in 240 is strongly recommended, and required for Core credit. Offered every semester.

**BIOL 242 | GENOMES AND EVOLUTION****Units: 3 Repeatability: No****Core Attributes: Science/Tech Inquiry area**

This one-semester course for biology majors provides an introduction to the mechanisms of information flow through organisms and their lineages. Lecture topics will include the use and change of hereditary information in DNA, the mechanisms of evolution, and the relationships among major groups of organisms. Concurrent registration in 242L is strongly recommended, and required for Core credit. Offered every semester.

**BIOL 242L | GENOMES AND EVOLUTION LABORATORY****Units: 1 Repeatability: No****Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area**

This one-semester course for biology majors provides an introduction to the mechanisms of information flow through organisms and their lineages. The laboratory will include inquiry into the structure and function of DNA, and testing hypotheses of evolution and phylogeny. Concurrent registration in 242 is strongly recommended, and is required for Core credit. Offered every semester.

**BIOL 294 | SPECIAL TOPICS IN BIOLOGY****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in Biology.

**BIOL 300 | GENETICS****Units: 3 Repeatability: No**

Prerequisites: (BIOL 225 and BIOL 225L) or (BIOL 240 and BIOL 240L and BIOL 242 and BIOL 242L) and (CHEM 151 and CHEM 151L)

A general course covering the mechanisms of inheritance at the molecular, organismal, and populational levels. Elementary probability and statistical methodology appropriate for the analysis of various genetic systems are introduced. Three hours of lecture weekly.

**BIOL 301 | BIOSTATISTICS****Units: 4 Repeatability: No**

Prerequisites: (BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L) or (BIOL 240 and BIOL 240L and BIOL 242 and BIOL 242L)

An introduction to data analysis and statistical testing. This course will prepare students for their upper division courses and independent research by teaching them the basics of hypothesis testing and the most common statistical tests used in biology. It will also cover basic experimental design, teach students how to use modern computer software for data management, graphical presentation, and statistical tests. Three hours of lecture and one laboratory weekly.

**BIOL 305 | ECOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 240 and BIOL 240L and (BIOL 242 and BIOL 242L or BIOL 225 and BIOL 225L)

A study of the distribution and abundance of organisms. This survey course will include a discussion of the physical environment, biogeography, and ecosystems. Community and population ecology will also be addressed, and quantitative approaches will be emphasized. Field trips may be required. Environmental and Ocean Science majors may substitute EOSC 301W for BIOL 305.

**BIOL 309 | RESEARCH METHODS****Units: 2 Repeatability: No**

Prerequisites: (BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L) or (BIOL 240 and BIOL 240L and BIOL 242 and BIOL 242L)

Development of basic methods and skills common to all research in Biology. Topics include use of literature, hypothesis formation and hypothesis testing with statistical inference, and critical evaluation of data. Offered every semester.

**BIOL 310 | EVOLUTION****Units: 3 Repeatability: No**

Prerequisites: BIOL 300 and (BIOL 305 or EOSC 301W)

A study of the fundamental concepts of evolution. The nature of variation, isolation, natural selection, and speciation will be discussed. Special topics include molecular, behavioral, developmental, and human evolution. Three hours of lecture per week.

**BIOL 320 | COMPARATIVE ANATOMY OF VERTEBRATES****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

The evolution of vertebrates is one of the most compelling stories in comparative biology. For millions of years vertebrates have flourished in the seas and on land by employing a variety of morphological specializations for feeding, locomotion, and reproduction. Yet, all vertebrates retain similarities in their design regardless of how structural components function in different lineages and environments. This course examines the shared and transformed anatomical attributes among vertebrates in the context of function and phylogenetic history. We pursue that objective by integrating lecture discussions with laboratory observations and directions. Two hours of lecture and two laboratories weekly.



**BIOL 330 | TECHNIQUES IN MOLECULAR BIOLOGY****Units: 3 Repeatability: No****Non-Core Attributes: Community Engagement**

Prerequisites: (BIOL 190 and BIOL 225 and BIOL 225L) or (BIOL 242 and BIOL 242L)

An introduction to recombinant DNA techniques including bacterial culture, transformation, nucleic acid purification, restriction analysis, DNA cloning, polymerase chain reaction, etc. Computer-based sequence analyses include database accession, BLAST, alignments, restriction analysis, gene-finding, and genomics. A cloning project generating new molecular reagents will be undertaken. 80 min of lecture and one 4-hour laboratory weekly. Completion of CHEM 301/301L is recommended.

**BIOL 332 | BIOCHEMISTRY II****Units: 3**

Prerequisites: CHEM 331

This course advances the fundamental concepts of macromolecules, structure/function paradigms, enzyme mechanism & activity and metabolism gained in CHEM 331. We will study metabolic homeostasis, integrating anabolic/catabolic pathways and energy flux with nutrition/nutrient intake of essential and non-essential molecules. Regulatory control through allosteric, transcriptional/translational, and post-translational mechanisms will be examined as part of maintaining metabolic homeostasis. Where relevant, disease and pathology will be used to highlight these concepts. We will study signal transduction to address the flow of information within a system. As a capstone to our indepth study of biochemistry, we will examine cross-disciplinary applications of core biochemical concepts (structure/function, homeostasis, energy flow and information flow) in the context of systems biology, chemical biology and synthetic biology.

**BIOL 340 | DESERT BIOLOGY****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

This course provides an introduction to the formation and climate of the local Colorado Desert and the evolution, ecology, physiological adaptations, and relationships of the organisms found there. The lab portion includes five days hiking and camping in Anza Borrego Desert State Park during Spring Break, where the floral and faunal communities of several habitat types will be studied through trapping, tracking, and experiment. Two hours of lecture and two laboratories weekly.

**BIOL 342 | MICROBIOLOGY****Units: 4 Repeatability: No**

Prerequisites: BIOL 300

An introduction to the microbial world, with emphasis given to bacteria, archaea and viruses. The diversity of prokaryotes is surveyed with particular attention devoted to differences in cell physiology, energy metabolism and ecology. Interactions between humans and microbial pathogens are also examined. The laboratory stresses techniques in light microscopy and procedures used to culture and characterize microorganisms. Two hours of lecture and two laboratories weekly.

**BIOL 344 | PLANT SYSTEMATICS AND EVOLUTION****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

An introduction to the study of plant diversity. The evolution and relationships of plants are examined from the perspective of geological and ecological history. Significant plant groups will be discussed, with special emphasis on the flowering plants. Field identification of plant families will be emphasized in the laboratory sessions. Three hours of lecture and one laboratory weekly.

**BIOL 346 | VERTEBRATE NATURAL HISTORY****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

A course in the biology of vertebrates. Although vertebrate structure, function, and development are studied, emphasis is on the behavior, evolution, and interaction of the vertebrate organism as a whole, or at the population level. Techniques of identification and study are covered in the laboratory and field. Three hours of lecture and one laboratory or field trip weekly.

**BIOL 347 | AVIAN BIOLOGY****Units: 4 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: BIOL 305 or EOSC 301W

An introduction to the biology of birds, including their evolution, physiology (particularly those areas associated with flight), vocalizations, navigation, reproduction, and ecology including conservation. The laboratory will include several field trips (including one overnight trip to the mountains and desert) for bird identification and will include a project designed by the student. Three hours of lecture and one laboratory weekly.

**BIOL 348 | INSECT BIOLOGY****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

An introduction to the biology of insects, including their identification, evolution, structure, function, physiology, ecology, behavior, and conservation. The course includes compilation of an extensive insect collection and an overnight field trip to the desert. Three hours of lecture and one laboratory weekly.

**BIOL 350 | INVERTEBRATE ZOOLOGY****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

A survey of the invertebrate animals with emphasis on evolutionary relationships among the groups as expressed by their morphology and physiology. Three hours of lecture and one laboratory weekly.

**BIOL 361 | ECOLOGICAL COMMUNITIES OF SAN DIEGO COUNTY****Units: 2 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

A general survey of the ecological communities of San Diego County will acquaint students with local marine, freshwater, chaparral, and desert habitats. The course is primarily field study, and one overnight trip to the desert will be included. Identification of organisms and their ecological relationships will be stressed. One laboratory weekly.

**BIOL 364 | CONSERVATION BIOLOGY****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

Lectures address conservation topics from historical, legal, theoretical, and practical perspectives. The laboratory includes discussions of classic and current literature, student presentations, computer simulations of biological phenomena, analysis of data, and field trips to biological preserves, habitat restoration sites, and captive breeding facilities. Three hours of lecture and one laboratory weekly.

**BIOL 376 | ANIMAL DEVELOPMENT****Units: 4 Repeatability: No**

Prerequisites: BIOL 300

This course explores embryonic development emphasizing mechanisms of differential gene expression and pattern formation at a cellular, molecular, and genetic level. Vertebrate and invertebrate model organisms (e.g., *Xenopus*, *Drosophila*, *Caenorhabditis*) that illustrate common developmental mechanisms will be examined in detail. In laboratory, living embryos and prepared slides will be studied, and molecular techniques will be employed to identify genes and examine gene expression. Three hours lecture and one laboratory weekly.

**BIOL 377 | PHYSIOLOGY OF SPORTS****Units: 3 Repeatability: No**

Prerequisites: BIOL 300

This course will examine how the physiology of humans can be challenged by different athletic sports. The principles that underlie the functioning of each physiological system (e.g. muscle, neural, cardiovascular, respiratory, metabolism, etc) will be discussed. Students will identify a sport that truly challenges these physiological systems and will examine the primary literature regarding each system. Students will also examine the impact of training, nutrition, performance, etc. on the physiology of the athlete in a given sport. This course will also take an integrative approach by examining the response and regulation of these physiological systems from the level of the gene to the whole organism.

**BIOL 416 | POPULATION BIOLOGY****Units: 4 Repeatability: No**

Prerequisites: (BIOL 305 or EOSC 301W) and (MATH 130 or MATH 150 or MATH 151)

The mechanisms of evolution and the dynamics of ecosystems are studied through the development of mathematical and computer models. The mathematics and computer programming experience required in this course beyond the level of MATH 130 (Survey of Calculus) will be introduced as needed. Research techniques used in investigating population phenomena are emphasized. Three hours of lecture and one laboratory weekly. Biostatistics is highly recommended. Fall semester.

**BIOL 432 | ELECTRON MICROSCOPY****Units: 4 Repeatability: No**

Prerequisites: BIOL 300 and (BIOL 309 or EOSC 301W)

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

**BIOL 438 | ANIMAL BEHAVIORAL ECOLOGY WITH LAB****Units: 4 Repeatability: No**

Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)

This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. The inquiry-based lab introduces methods commonly used in behavioral ecology and allows students to test their own hypotheses within the framework of prescribed field and laboratory exercises. Cross-listed as EOSC 438. Students may not receive credit for taking both BIOL 438 and BIOL 439 or for taking both BIOL 438 and PSYC 344.

**BIOL 439 | ANIMAL BEHAVIORAL ECOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)

This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. Cross-listed as EOSC 439. Students may not receive credit for taking both BIOL 439 and BIOL 438 or BIOL 439 and PSYC 344.

**BIOL 440 | MATHEMATICAL MODELING IN ECOLOGY****Units: 4 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: MATH 150 and (EOSC 301 or BIOL 305)

An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from BIOL 440/EOSC 440 and MATH 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both BIOL 440 and EOSC 440 or BIOL 440 and MATH 440.

**BIOL 444 | ECOLOGY AND EVOLUTION OF INFECTIOUS DISEASE****Units: 4 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: BIOL 305 or BIOL 301

This course will focus on fundamental topics in the ecology and evolution of infectious disease, including epidemiological Susceptible-Infected-Recovered (SIR) type models, the basic reproductive ratio  $R_0$ , vaccination and herd immunity, heterogeneity in host resistance, and the evolution of virulence. Examples will be taken from the primary scientific literature across human, wildlife and plant diseases. Labs will include a mix of computer-based labs working with epidemiological mathematical models; laboratory experiments using model organisms such as mosquitoes; and field labs surveying local plant and wildlife diseases. Students will also complete a semester-long project modeling an infectious disease of their choice. Experience using the software R would be helpful, but no mathematical or programming knowledge is required, and any math content will be introduced as needed.

**BIOL 451 | BIOLOGICAL OCEANOGRAPHY****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: BIOL 309 or EOSC 301

An integrated study of marine organisms and their environments, stressing ecological, behavioral, and physiological relationships. Nearshore, deep sea, and open ocean environments will be covered. A weekend field trip may be required. Cross-listed as EOSC 451.

**BIOL 462 | BIOLOGY OF FISHES****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) and EOSC 301W (Can be taken Concurrently)) or BIOL 305

This course examines the various aspects of ichthyology encompassing the anatomy, physiology, ecology, evolution, ethology, and natural history of fishes. Lab includes techniques of identification and a general survey of fish systematics and zoogeography. Three hours of lecture and one laboratory per week. Cross-listed with EOSC 462.

**BIOL 465 | MARINE MAMMALS****Units: 3 Repeatability: No**

Prerequisites: EOSC 300 (Can be taken Concurrently) or BIOL 305

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. Cross-listed with EOSC 465.

**BIOL 472 | PLANT PHYSIOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 300 and CHEM 151 and CHEM 152

Corequisites: BIOL 472L

An introduction to the basic processes occurring in vascular plants. Movement of water and solutes; photosynthesis and respiration; plant growth and development, including plant hormones and growth regulators; and plant reactions to environmental stress will be studied. Three hours of lecture weekly.

**BIOL 472L | PLANT PHYSIOLOGY LAB****Units: 1 Repeatability: No**

Prerequisites: BIOL 300 and CHEM 151 and CHEM 152

Corequisites: BIOL 472

A laboratory investigation of the topics introduced in the Plant Physiology lecture. Coregistration in BIOL 472 is required.

**BIOL 477 | INVERTEBRATE PHYSIOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 300

The study of key physiological systems of invertebrate organisms with an emphasis on metabolism, respiration, osmoregulation, thermal relations, membrane, and neural physiology. The function of these systems will be examined by comparing invertebrates from various taxonomic groups and diverse habitats. Three hours of lecture weekly.

**BIOL 477L | INVERTEBRATE PHYSIOLOGY LAB****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: BIOL 300

Corequisites: BIOL 477

Laboratory-based study of several physiological systems of invertebrate organisms. Both traditional and recently developed techniques will be employed to demonstrate the functioning and integrative nature of these systems. One laboratory weekly. Concurrent registration in BIOL 477 is required. Offered every Fall semester.

**BIOL 478 | VERTEBRATE PHYSIOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 300 and CHEM 301

A detailed comparative examination of life processes in animals. Particular focus will be upon energy utilization, gas transport, kidney function, and muscle function of organisms from diverse habitats. Three hours of lecture weekly.

**BIOL 478L | VERTEBRATE PHYSIOLOGY LAB****Units: 1 Repeatability: No****Core Attributes: Advanced writing competency****Non-Core Attributes: Lab**

Prerequisites: BIOL 300

Corequisites: BIOL 478

An intensive exploration in a research setting of metabolic pathways, temperature acclimation, gas exchange, and ion regulation in a variety of vertebrate animals. One laboratory weekly. Concurrent registration in BIOL 478 is required. Offered every Spring semester.

**BIOL 480 | CELL PHYSIOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 300 and CHEM 301

Mechanisms of cell functions are emphasized. Topics covered include: membrane structure, membrane transport, endoplasmic reticulum and Golgi functions, cell motility, energetics, mechanisms of hormone action, and control of the cell cycle. Three hours of lecture weekly.

**BIOL 480L | CELL PHYSIOLOGY LAB****Units: 1 Repeatability: No****Core Attributes: Advanced writing competency****Non-Core Attributes: Lab**

Prerequisites: BIOL 300

Corequisites: BIOL 480

The laboratory exercises introduce the student to some of the modern methods used to study cell function. One laboratory weekly. Concurrent registration in BIOL 480 is required. Offered every Spring semester.

**BIOL 482 | MOLECULAR BIOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 300 and CHEM 301

A study of the structure and function of genes, emphasizing the understanding of gene regulation at many levels. The course will examine DNA structure and mechanics of replication, repair, transcription, and translation in prokaryotes and eukaryotes. Critical experiments will be studied to examine the development of concepts in molecular biology. Other special topics may include the molecular biology of development, cancer, HIV, and whole genome analysis. Three hours of lecture weekly.

**BIOL 483 | EMERGING ISSUES IN GENETICS****Units: 3 Repeatability: No**

Prerequisites: BIOL 300

This course considers the science of emerging and advancing technologies in the field of genetics and the ethical issues they raise. Current events are often incorporated. Fall semester.

**BIOL 484 | IMMUNOLOGY****Units: 4 Repeatability: No**

Prerequisites: BIOL 300

A comprehensive introduction to immunology, focusing on vertebrate immunity. Topics covered include molecular and cellular components of the immune system and their regulation, long-term protection from disease, immune response to cancer, autoimmunity, hypersensitivity, immunodeficiencies, and transplants. Laboratory exercises will introduce students to immunological techniques and their applications. Three hours of lecture and one laboratory weekly.

**BIOL 490 | RESEARCH PROJECT****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: BIOL 300 and BIOL 305 and BIOL 309 with a minimum grade of C-

Students work on individual research projects that apply appropriate research techniques to test hypotheses. Completion of course will require oral presentation of results.

**BIOL 491 | SCIENCE IN THE PUBLIC DOMAIN****Units: 3 Repeatability: No****Core Attributes: Advanced Integration****Non-Core Attributes: Community Engagement, Undergraduate Research**

Prerequisites: BIOL 309 with a minimum grade of C-

Students will design and implement science projects that demonstrate a basic scientific concept for elementary school students in an after school program. Students explore methods of pedagogy and the role of outreach and community service learning in communicating science. Tasks include practice grant-writing, hypothesis testing and assessment.

**BIOL 494 | SPECIAL TOPICS IN BIOLOGY****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: BIOL 300 or BIOL 305

An in-depth evaluation of selected topics in the biological sciences. Issues of current or historical interest are addressed. May be repeated when topic changes.

**BIOL 495 | BIOLOGY CAPSTONE SEMINAR****Units: 2 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: BIOL 490 or BIOL 491 or BIOL 496 or BIOL 498

The techniques of seminar preparation, presentation, and critique will be refined through collaboration with faculty and peers, culminating with each student presenting a public seminar on their Research Experience. Enrollment for credit is limited to seniors.

**BIOL 496 | RESEARCH****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Students develop and/or assist in research projects in various fields of biology working with a Biology Department faculty member. The study may involve literature searching, on and off-campus research, and attendance at seminars at other leading universities and scientific institutions. Total credit in BIOL 496 is limited to four units.

**BIOL 497 | TECHNIQUES IN BIOLOGY****Units: 1-2 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Training and practice in those areas of biological science of practical importance to the technician, teacher, and researcher. To include, but not be limited to: technical methodology, preparation and technique in the teaching laboratory, and routine tasks supportive to research. Total credit in BIOL 497 is limited to two units.

**BIOL 498 | RESEARCH INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This course offers experience in the practical and experimental application of biological principles. Students will be involved in research projects conducted by agencies and institutions outside the university, such as state parks, zoos, and biological industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. A maximum of 3 upper Division Units can be earned toward fulfillment of the requirements of the major.

## Biomedical Ethics

### Program Director

Gary Jones, PhD, JD, MPH, Philosophy

### Affiliated Faculty

Brian Clack, PhD, Philosophy

Eileen Fry-Bowers, JD, PhD, Hahn School of Nursing and Health Science

Adam Haberman, PhD, Biology

Jonathan Mack, PhD, Hahn School of Nursing and Health Science

Emily Reimer-Barry, PhD, Theology and Religious Studies

Laura Rivard, PhD, Biology

Jillian Tullis, PhD, Communication Studies

Mark Woods, PhD, Philosophy

The minor in Biomedical Ethics is designed to introduce students to ethical issues that arise in health care and health care research. The minor is an interdisciplinary program that consolidates course offerings from the Departments of Biology,

Ethnic Studies, Philosophy, Psychological Sciences, and Sociology in the College of Arts and Sciences, and from the School of Business and School of Nursing.

Biomedical Ethics is a relatively new and fast-growing discipline. Students electing the minor are required to have a basic background of biology coursework, and will take a curriculum that includes 18 credit hours, beginning with a course on basic ideas and concepts in Biomedical Ethics, followed by a choice of other relevant humanities courses. The minor will be suitable for students in almost any major, especially students pursuing further academic work or careers in medicine, law, the health or life sciences, health policy and administration, informatics or forensics.

## The Biomedical Ethics Minor

18 Units - Including 6 upper division units with GPA 2.0 or higher and grade of C- or better, 4 upper division units must be taken at USD. Courses taken in the minor may not be counted toward the major but may be used to satisfy preparation for the major and CORE Curriculum requirements.

Code	Title	Units
<b>Needs:</b>		
PHIL 331	Biomedical Ethics	3
<b>Select one from the following:</b>		<b>3</b>
PHIL 335	Death and Dying	
PHIL 346	Public Health Ethics	
THRS 331	Sexual Ethics in the Catholic Tradition	
THRS 332	HIV/AIDS and Christian Ethics	
<b>Select one from the following:</b>		<b>3-4</b>
ANTH 101	Introduction to Biological Anthropology	
BIOL 114	Topics in Human Biology with Lab	
BIOL 115	Physiology of Exercise with Lab	
BIOL 118	Peoples, Plagues and Microbes	
BIOL 240	Bioenergetics and Systems	
BIOL 242	Genomes and Evolution	
<b>Select 9 upper-division units from:</b>		<b>9</b>
BIOL 483	Emerging Issues in Genetics	
COMM 340	Health Communication	
COMM 440	End of Life Communication Issues	
ETHN 332	American Indian Health and Spirituality	
HCIN 541	Introduction to Health Care Delivery Systems	
MKTG 435	Business of Healthcare	
PSYC 355	Abnormal Psychology	
PSYC 357	Health Psychology	
PSYC 359	Health Psychology of Women and Ethnic Groups	
SOCI 315	Health and Society	
<b>Total Units</b>		<b>18-19</b>

Additional courses may be used to satisfy the elective requirement in the Biomedical Ethics minor, if the focus is biomedical in nature. Examples include: BIOL 494, COMM 494, MKTG 494, PHIL 334. Consult the Program Director for information about these courses.

## Biophysics

See Biophysics (p. 226)



# Changemaking

## Program Director

J. Michael Williams, JD, PhD, Political Science and International Relations

## Affiliated Faculty

Julia Miller Cantzler, JD, PhD, Sociology

Austin Fitzpatrick, PhD, Peace Studies

Cheryl Getz, EdD, Leadership Studies

Ronald S. Kaufmann, PhD, Environmental and Ocean Sciences

Moriah Meyskens, PhD, Management

Lisa Nunn, PhD, Sociology

Emily Reimer-Barry, PhD, Theology and Religious Studies

Necla Tschirgi, PhD, Peace Studies

The Changemaking minor provides students with a range of knowledge, perspectives, methodologies, and skills that will equip them well to make positive social change and to be engaged, active members of their communities. One of the goals of the minor is to provide a curriculum for students to critically understand and implement social change projects. We want our students to not only develop innovative approaches to existing problems but we also want them to develop a deep understanding of the systemic roots of these issues, as well as the ability to empathize with others. In addition, we want our students to recognize that the most urgent challenges facing our communities today are ones that impact all of us and that we are all interconnected not only with respect to the challenges but with respect to the ways of addressing them as well. Because the most important and complex issues in the 21st century will require an interdisciplinary approach in order to effectively address them, this minor provides students with classroom and practical experiences that span different schools, units, and departments at the University of San Diego.

## The Changemaking Minor

Code	Title	Units
<b>9 Lower Division Units</b>		
CHNG 101	Introduction to Changemaking	3
LEAD 160	Personal Leadership, Self-inquiry and Discovery	3
Select one of:		3
SOCI 210	Social Justice	
SOCI 270	Law and Social Justice	
THRS 231	Christian Changemakers	
<b>9-10 Upper Division Units</b>		
MGMT 312	Global Social Entrepreneurship	3
or MGMT 310	Innovation and Design Thinking	
Elective		3-4
Consult Program Director for course options.		
CHNG 495	Changemaking Capstone	3
<b>Total Units</b>		<b>18-19</b>

### CHNG 101 | INTRODUCTION TO CHANGEMAKING

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Domestic Diversity level 1**

This course introduces students to ways in which individuals all over the world address social and environmental issues and their attempts to create solutions that are “more sustainable and just” than what existed. Students will gain knowledge of social innovations led by a variety of changemakers, who have sought to catalyze positive social transformations in different spheres of action across the world. The focus lies on individuals and groups with innovative endeavors and on the process for the implementation of their vision. It explores the passion, courage, empathy, and flexibility of changemakers. Questions addressed are: What motivates changemakers to pursue their visions, sometimes with relentless energy and refusing to take no for an answer? How do they navigate the process of social innovation in their own culture and in other cultures? Who do they involve in the process of achieving transformative and systematic social change? What is their personal journey?.

### CHNG 495 | CHANGEMAKING CAPSTONE

**Units: 3 Repeatability: No**

**Core Attributes: Advanced Integration**

Prerequisites: CHNG 101 and LEAD 160 and (SOCI 210D or SOCI 270 or THRS 231) and MGMT 312

The purpose of this course is to provide students with the opportunity to create a specific course of action to address a challenging social issue. There are four objectives of the Changemaking Capstone course. First, it provides students with the opportunity to gain practical experience with changemaking in a real-world setting. Second, it provides an opportunity for students to synthesize, integrate and apply the knowledge and skills they have acquired while pursuing the minor. Third, it offers students the opportunity to collaborate with other students, faculty, and changemakers outside of USD on their projects. And fourth, it requires students to create an original project that addresses a social issue at USD or in another community.

# Chemistry and Biochemistry

## Chair

Joseph J. Provost, PhD

## Associate Chair

David O. De Haan, PhD

## Faculty

Anthony J. Bell, PhD

Jessica K. Bell, PhD

Lauren B. Benz, PhD

James P. Bolender, PhD

Timothy B. Clark, PhD

Christopher J. A. Daley, PhD

Tammy J. Dwyer, PhD

Eleanor I. Gillette, PhD

Jeremy Kua, PhD

Thomas R. Herrinton, PhD

Peter M. Iovine, PhD

Mitchell R. Malachowski, PhD

Joan G. Schellinger, PhD

The Department of Chemistry and Biochemistry enjoys a solid reputation for providing high quality education, conducting outstanding research with faculty who strive to be the best teachers mentors for our students.

Chemistry is the study of matter and energy and the changes they undergo. It plays a key role in understanding the natural universe and in the scientific and technological revolution that has shaped modern society. Biochemistry is the study of the chemical nature and processes that occur in biological systems.

The programs offered in chemistry and biochemistry provide a strong foundation in the principles and practices of modern chemistry and biochemistry within the framework of a liberal arts education. The majors are designed to give students both the theoretical bases of the disciplines and extensive hands-on experience testing theories in the laboratory.

We also offer courses that fulfill the science and technology portion of the core curriculum requirements. These courses are designed to acquaint students majoring outside the natural sciences with the basic principles and methods of modern science and with the history and development of scientific thought.

The American Chemical Society (ACS), a national organization that develops and administers guidelines defining high quality undergraduate chemistry and biochemistry programs, has approved USD's curriculum. This allows majors the option of enhancing their career choices by earning an ACS-certified degree.

Another professional scientific society, the American Society for Biochemistry and Molecular Biology (ASBMB) has also recognized our biochemistry program accrediting the department and the biochemistry major. Students who wish can have their degree certified by the ASBMB with a national test.

The department is distinguished by its dedication to undergraduate research and teaching. All full-time faculty members have active research programs in which undergraduates fully participate. These activities lead, in many cases, to new discoveries and publications in major scientific journals with students as co-authors.

Our students are the main users of the department's scientific instrument holdings, which include over \$2 million in state-of-the-art equipment. We regularly upgrade and add new instruments to keep abreast with new technologies, thus preparing our students for their future professional needs. Current instrumentation used in the department includes an atomic absorption facility, an NMR facility including two spectrometers (400 MHz and 500 MHz), software for computational chemistry, a thermogravimetric suite including a differential scanning calorimeter and gravimetric analyzer, and a laser facility. In addition, we have a single crystal x-ray diffraction system, and a spacious spectrometer facility housing UV-Vis, IR, fluorescence, circular dichroism, and gas chromatograph mass spectrometers.

A major in chemistry or biochemistry prepares a student for a variety of different career possibilities. Professional chemists and biochemists may select careers in areas such as basic or applied research, production and marketing, consulting, testing and analysis, administration, management, business enterprise, and teaching. They are employed in the chemical, pharmaceutical, petroleum, energy, engineering, and "biotech" industries; by government laboratories and agencies working on health, energy, and the environment; in consulting firms; and by educational institutions at all levels. Undergraduate training in chemistry and biochemistry provides a solid foundation for many other areas such as medicine, dentistry, veterinary medicine, pharmacy, oceanography, geochemistry, chemical engineering, forensics, environmental studies, molecular biology, and law.

Our students continue their education at prestigious graduate and medical programs throughout the country. Recent graduates have entered doctoral

programs at universities such as University of California, Los Angeles, Cal Tech, MIT, Vanderbilt, Johns Hopkins, Yale and Scripps Research Institute. Other recent graduates have entered medical or pharmacy programs at institutions such as Creighton University, Thomas Jefferson University and many in the University of California system. Many of our graduates enter the workforce starting interesting and exciting careers in chemistry and biochemistry. Some of the recent companies include organizations like Pfizer, Proctor and Gamble, Pharmatek and Genomics Foundation of Novartis, to name just a few.

Two programs of study are available, differing in their focus: The chemistry major is designed to qualify students for admission to graduate school in chemistry; positions as chemists; admission to medical, dental, and pharmacy schools; or secondary teaching. The biochemistry major is designed to prepare students for graduate work in biochemistry, molecular biology, biomedical programs, pharmacology, pharmaceutical and clinical chemistry; positions as biochemists; admission to medical, dental, and pharmacy schools; or secondary teaching.

## Other Programs

Several professional options are open to the chemistry major in addition to the pursuit of a career in chemistry or biochemistry.

### Pre-Medicine/Pre-Dentistry/Pre-Pharmacy

The liberal arts curriculum provides an excellent background for graduate education in the health professions. Students planning to apply for admission to medical, dental or pharmacy schools may elect to major in any of the academic disciplines within the college, but in most cases it is advantageous to major in one of the sciences. Students may select either the chemistry or biochemistry major as preparation. The specific science courses recommended for undergraduates differ for different professional schools but should include BIOL 240, BIOL 240L, BIOL 242, BIOL 242L. The current MCAT requires additional courses recommended by the Director of Pre-Health Advising.

## Biochemistry

Students who study biochemistry will experience the chemistry and molecular nature of living things. Biochemistry majors will learn the information and energy flow of cells and organisms, structure and function of biological molecules and how cells do their business.

The Biochemistry major is a dynamic mixture of foundational chemistry and biology courses and a unique mixture of advanced specialized biochemistry classes to give our students a chance to experiment in biochemistry and learn about the chemical properties of biological molecules and systems. Students in the biochemistry major are well prepared for careers in biochemistry, entry into the top graduate programs across the nation and are ready for medical school and other health professions. The biochemistry program is recognized by both the American Chemical Society (ACS) and the American Society for Biochemistry and Molecular Biology (ASBMB). Students earning a biochemistry major can have their degree certified by both the ACS and the ASBMB with the appropriate coursework.

Because biochemistry is a diverse field, students in this major are exposed to advanced biochemistry topics with additional options in chemistry, biology, biochemistry or physics. Our new hybrid laboratory course, Molecular Biology Techniques and other courses ensure our students are ready for jobs, graduate research and careers in the medical field.

## The Biochemistry Major

### Preparation for the Major

Code	Title	Units
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
CHEM 220	Analytical Chemistry	3
MATH 150	Calculus I	4
MATH 151	Calculus II	4
BIOL 240 & 240L	Bioenergetics and Systems and Bioenergetics and Systems Laboratory	4
BIOL 242 & 242L	Genomes and Evolution and Genomes and Evolution Laboratory	4
PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4
<b>Total Units</b>		<b>35</b>

### Major Requirements

Code	Title	Units
BIOL 300	Genetics	3
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry II Laboratory	4
CHEM 330	Techniques in Molecular Biology	3
CHEM 311 or CHEM 312	Physical Chemistry I or Physical Chemistry II	3
CHEM 331	Biochemistry	3
CHEM 332	Biochemistry II	3
CHEM 396	Methods of Chemical Research	1.5
Select one elective - see note below for list		3
CHEM 435	Biochemistry Laboratory	4
<b>Total Units</b>		<b>31.5</b>

Electives may be chosen upper-division chemistry courses or Biology restricted electives: BIOL 342, BIOL 376, BIOL 480, BIOL 482 or BIOL 484 or PHYS 340.

Majors must complete 31.5 units of upper division coursework in chemistry or the approved restricted electives. CHEM 496 or CHEM 498 may not be applied toward the 31.5 unit requirement. Those planning for graduate work are recommended to take additional Upper-Division Electives in chemistry, biochemistry or biology depending on the area of interest.

As written the student will earn an ASBMB certified bachelor's degree. To obtain a second certification from the ACS, biochemistry majors must complete CHEM 440, select one upper division chemistry course (as either the elective or an additional course) and complete a research report with their research mentor.

## Recommended Program of Study: Biochemistry

The following paradigm is included as a guide only, and should not be interpreted in a rigid sense. The major will be recognized and certified by the American

Biochemistry and Molecular Biology Society (ASBMB) as described. Students intending to obtain an ACS-certified degree must take CHEM 440 and submit a final research report. Elective courses in chemistry and biology may be taken at any time as long as the course prerequisites have been satisfied. Students are encouraged to consult with their academic advisor to ensure that their needs and interests will be met.

### Freshman Year

Semester I		Units
CHEM 151 & 151L	General Chemistry I	4-5
MATH 150 <sup>1</sup>	Calculus I	4
BIOL 240 & 240L	Bioenergetics and Systems (Or BIOL 242 with lab)	4
Core or electives		4-5
Semester II		
CHEM 152 & 152L	General Chemistry II	4
MATH 151	Calculus II	4
BIOL 242 & 242L	Genomes and Evolution (Or BIOL 240 with lab)	4
Core or electives		3-4

### Sophomore Year

Semester I		
CHEM 301 & 301L	Organic Chemistry I	4
CHEM 220	Analytical Chemistry	3
CHEM 396	Methods of Chemical Research	1.5
Core or electives		4-5
Semester II		
CHEM 302 & 302L	Organic Chemistry II	4
PHYS 270 & 270L	Introduction to Mechanics	4
BIOL 300	Genetics	3
Core or electives		4-5

### Junior Year

Semester I		
CHEM 331	Biochemistry	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
Core or electives		6-9
Semester II		
CHEM 330	Techniques in Molecular Biology	3
CHEM 312	Physical Chemistry II (or CHEM 311 in Fall Senior Year)	3
CHEM 332	Biochemistry II	3
Core or electives		6-9

### Senior Year

Semester I		
CHEM 311	Physical Chemistry I (Or CHEM 312 in Spring Junior Year)	3
CHEM 435	Biochemistry Laboratory	4
Core or electives		6-9

**Semester II**

UD CHEM, BIOL or PHYS elective

3-4

Core or electives

8-12

## Recommended Program of Study: Integrated Teacher Preparation Program (ITPP) Pathway

The Integrated Teacher Preparation Program (ITPP) provides paths to 4-year science and math degrees that include a teaching credential and preparation for the California Subject Examination for Teachers (CSET). Students who are interested in middle or secondary education (grades 6-12) in California may earn a degree in biochemistry while simultaneously completing requirements for a teaching credential. The degree integrates content knowledge and laboratory practices in the discipline, evidence-based teaching/learning theories, teaching performance expectations, and pre-student teaching clinical practice while satisfying baccalaureate degree requirements and CTC single subject credential program standards. There is some flexibility to meet individual needs. Students are encouraged to consult the ITPP website (<http://www.sandiego.edu/itpp>) and advisors ([itpp@sandiego.edu](mailto:itpp@sandiego.edu)) to ensure that their needs and interests will be met.

In addition to all courses for the biochemistry major, students completing the ITPP pathway must also take the following:

Code	Title	Units
EOSC 110	Introduction to Geosciences	4
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 301P	Methods for Language & Literacy	3
EDTE 304P	Secondary Methods I	3
EDTE 306P	Secondary Methods II: Science	3
EDTE 310P	Educational Psychology	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
EDTE 312P	Methods for English Learners	3
EDUC 491P	Student Teaching for the Single Subject Credential	9
EDUC 491S	Student Teaching Seminar for the Single Subject Credential	3
<b>Total Units</b>		<b>37</b>

The following paradigm is included as a guide only, and should not be interpreted in a rigid sense. Elective courses in chemistry may be taken at any time as long as the course prerequisites have been satisfied.

**Freshman Year****Semester I****Units**

CHEM 151 General Chemistry I

4-5

MATH 150<sup>1</sup> Calculus I

4

CC or Electives

6-8

**Semester II**

CHEM 152 General Chemistry II

4

MATH 151 Calculus II

4

CC or Electives

6-8

**Semester III (Summer)**

BIOL 240 Bioenergetics and Systems &amp; 240L

4

EOSC 110 Introduction to Geosciences

4

**Sophomore Year****Semester I**

CHEM 301 &amp; 301L

Organic Chemistry I

4

CHEM 396

Methods of Chemical Research

1.5

PHYS 270 &amp; 270L

Introduction to Mechanics

4

EDTE 300P

Diversity, Inclusion &amp; Schooling

3

CC or Electives

3-4

**Semester II**

CHEM 302 &amp; 302L

Organic Chemistry II

4

CHEM 220

Analytical Chemistry

3

PHYS 271 &amp; 271L

Introduction to Electricity and Magnetism

4

EDTE 311P

Equity &amp; Advocacy in Educational Systems

3

**Semester III (Summer)**

BIOL 242 &amp; 242L

Genomes and Evolution

4

EDTE 310P

Educational Psychology

3

**Junior Year****Semester I**

CHEM 331

Biochemistry

3

CHEM 311

Physical Chemistry I

3

BIOL 300

Genetics

3

PHIL 341

Ethics and Education

3

EDTE 304P

Secondary Methods I

3

**Semester II**

CHEM 330

Techniques in Molecular Biology

3

CHEM 332

Biochemistry II

3

EDTE 306P

Secondary Methods II: Science

3

EDTE 312P

Methods for English Learners

3

CC or Electives

6-8

**Semester III (Summer)**

CC or Electives

6

**Senior Year****Semester I**

EDTE 301P

Methods for Language &amp; Literacy

3

EDUC 491P

Student Teaching for the Single Subject Credential

9

EDUC 491S

Student Teaching Seminar for the Single Subject Credential

3

**Semester II**

UD CHEM, BIOL or PHYS elective

3-4

CHEM 435

Biochemistry Laboratory

4

CC or Electives

9-12

<sup>1</sup> Students deficient in mathematics should take MATH 115, followed by MATH 150 and MATH 151.

<sup>2</sup> CHEM 396 may be completed in either semester of the second or third year of study. This requirement is independent of completing research hours.



- <sup>3</sup> Students must complete 100 hours of research. This can be accomplished by taking CHEM 496, CHEM 498, or other options during the summer. Check with your advisor as soon as possible to create the optimal plan.
- <sup>4</sup> Students must complete the full year of General Biology with lab at USD (as BIOL 240/240L/242/242L) or at SDCCD (as BIOL 210AB. Partial articulation will not be permitted (taking Bio 210A at SDCCD and either BIOL 240/240L or 242/242L at USD).

## Courses

### CHEM 101 | CHEMISTRY AND SOCIETY

**Units: 3 Repeatability: No**

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The evolution of our understanding of atomic and molecular structure and chemical reactivity will be examined as examples of the scientific method and the very human nature of the scientific endeavor. The role of modern chemistry in both the creation and the solution of societal problems will also receive considerable attention. The problems examined, which may vary in different sections, include: the energy crisis, air and water pollution, global warming, nutrition and food additives, household chemicals, pesticides and agrochemicals, and nuclear power. Two lectures weekly.

### CHEM 102 | SCIENCE OF FOOD & COOKING

**Units: 3 Repeatability: No**

**Core Attributes: Science/Tech Inquiry area**

**Non-Core Attributes: Lab**

Course Description: This course is designed for the non-science major with a focus on food, cooking and baking while introducing foundational concepts in chemistry and biochemistry. Using a variety of approaches including hands-on activities, students will learn the chemical and biochemical principles of food and cooking. Students will investigate the molecular structure and changes that take place in food and drink while cooking and baking. Topics may include: making cheese and ice cream, spices and hot sauces, caramelization and food browning reactions, molecular gastronomy, taste and smell, cakes and cookies and chocolate. Students will participate in inquiry-based laboratories integrated throughout the semester while designing and performing scientific experiments to investigate the nature of food and cooking. Two hours of lecture per week and one four hour lab every other week. No prerequisites.

### CHEM 103 | DNA SCIENCE AND TECHNOLOGY

**Units: 3 Repeatability: No**

A course designed for the non-science major that covers basic physical science concepts and how they apply to the discovery and study of DNA as the genetic material, the simplicity of the three-dimensional structure of DNA and the many implications to be drawn from this structure. It explores the concepts involved in recombinant DNA technology and its applications to the pharmaceutical industry, agriculture, forensics, gene therapy and AIDS research. Two lectures weekly.

### CHEM 105 | PHYSICAL SCIENCES FOR K-8 TEACHERS

**Units: 3 Repeatability: No**

**Core Attributes: Science/Tech Inquiry area**

**Non-Core Attributes: Lab**

A laboratory/lecture/discussion class designed to lead students toward an understanding of selected topics in chemistry and physics. The course topics are selected to satisfy the physical science specifications of the science content standards for California Public Schools (K-12). Enrollment is limited to liberal studies majors. Two two-hour class meetings per week. Fall semester. This course is cross-listed with PHYS 105.

### CHEM 111 | CHEMISTRY AND SOCIETY

**Units: 3 Repeatability: No**

**Core Attributes: Science/Tech Inquiry area**

**Non-Core Attributes: Lab**

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The evolution of our understanding of atomic and molecular structure and chemical reactivity will be examined as examples of the scientific method and the very human nature of the scientific endeavor. The role of modern chemistry in both the creation and the solution of societal problems will also receive considerable attention. The problems examined, which may vary in different sections, include: the energy crisis, air and water pollution, global warming, nutrition and food additives, household chemicals, pesticides and agrochemicals, and nuclear power. This course includes a laboratory that will satisfy the Core requirement for Science and Technology Inquiry. Two hours of lecture per week and one four hour lab every other week.

### CHEM 151 | GENERAL CHEMISTRY I

**Units: 3-4 Repeatability: No**

**Core Attributes: Science/Tech Inquiry area**

Prerequisites: ( Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year ) or (MATH 115 (Can be taken Concurrently) or MATH 130 (Can be taken Concurrently) or MATH 150 (Can be taken Concurrently)) and CHEM 151L (Can be taken Concurrently)

Part 1 of a two semester lecture course which introduces the fundamental principles of modern chemistry. These principles, which include atomic and molecular structure, periodicity, reactivity, stoichiometry, equilibrium, kinetics, thermodynamics, bonding, acid-base chemistry, redox chemistry, and states of matter, will be used in and expanded upon in more advanced courses. Three lectures weekly.

### CHEM 151L | GENERAL CHEMISTRY I LABORATORY

**Units: 1 Repeatability: No**

**Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area**

**Non-Core Attributes: Lab**

Corequisites: CHEM 151

Part 1 of a two-semester laboratory course which introduces the concepts and techniques of experimental chemistry. CHEM 151L has one laboratory period that meets biweekly.

### CHEM 152 | GENERAL CHEMISTRY II

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only)**

Prerequisites: CHEM 151 and CHEM 151L (Can be taken Concurrently)

Part 2 of a two semester lecture course which introduces the fundamental principles of modern chemistry. These principles, which include atomic and molecular structure, periodicity, reactivity, stoichiometry, equilibrium, kinetics, thermodynamics, bonding, acid-base chemistry, redox chemistry, and states of matter, will be used in and expanded upon in more advanced courses. Three lectures weekly. Spring semester.

### CHEM 152L | GENERAL CHEMISTRY II LABORATORY

**Units: 1 Repeatability: No**

**Non-Core Attributes: Lab**

Prerequisites: CHEM 151 and CHEM 151L and CHEM 152 (Can be taken Concurrently)

Part 2 of a two-semester laboratory course which introduces the concepts and techniques of experimental chemistry. One laboratory period weekly. Spring semester.

**CHEM 220 | ANALYTICAL CHEMISTRY****Units: 3 Repeatability: No**

Prerequisites: CHEM 152 and CHEM 152L

An introduction to the principles and practices of analytical chemistry with an emphasis on quantitative methods. Classical methods such as titrimetric and volumetric analyses as well as basic instrumental methods involving spectroscopy, electrochemistry, and chromatography will be performed. Some experiments will be of the project type. One laboratory and one lecture weekly.

**CHEM 296 | INTRODUCTION TO UNDERGRADUATE RESEARCH****Units: 1-2**

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Chemistry and Biochemistry. The course is taught on a pass/fail basis only.

**CHEM 301 | ORGANIC CHEMISTRY I****Units: 3**

Prerequisites: CHEM 152 and CHEM 152L and CHEM 301L (Can be taken Concurrently)

Part 1 of a two semester introduction to basic organic chemistry. The relationship of structure and bonding in organic compounds to reactivity will be emphasized. Reactions will be discussed from mechanistic and synthetic perspectives. Three lectures weekly. Fall Semester.

**CHEM 301L | ORGANIC CHEMISTRY I LABORATORY****Units: 1****Non-Core Attributes: Lab**

Prerequisites: CHEM 152L

This lab is the first semester of a two-semester sequence. It introduces common organic lab techniques (including chromatography, extraction, recrystallization, distillation) used for separating and analyzing organic compounds. One laboratory period weekly. Fall semester.

**CHEM 302 | ORGANIC CHEMISTRY II****Units: 3**

Prerequisites: CHEM 301 and CHEM 301L and CHEM 302L (Can be taken Concurrently)

Part 2 of a two semester introduction to basic organic chemistry. The relationship of structure and bonding in organic compounds to reactivity will be emphasized. Reactions will be discussed from mechanistic and synthetic perspectives. Three lectures weekly. Spring semester.

**CHEM 302L | ORGANIC CHEMISTRY II LABORATORY****Units: 1****Non-Core Attributes: Lab**

Prerequisites: CHEM 301 and CHEM 301L

This lab is the second semester of a two-semester sequence. Common organic lab techniques and spectroscopy are used to carry out and analyze multi-step organic syntheses. One laboratory period weekly. Spring semester.

**CHEM 311 | PHYSICAL CHEMISTRY I****Units: 3 Repeatability: No**

Prerequisites: CHEM 152 and MATH 151 and PHYS 270 and PHYS 271 (Can be taken Concurrently)

This course covers modern physical chemistry, including atomic and molecular structure, and spectroscopy. Three lectures weekly. Fall semester.

**CHEM 312 | PHYSICAL CHEMISTRY II****Units: 3 Repeatability: No**

Prerequisites: CHEM 152 and MATH 151 and PHYS 270 and PHYS 271 (Can be taken Concurrently)

This course focuses on the classical principles of thermodynamics, kinetics, and statistical mechanics. Three lectures weekly. Spring semester.

**CHEM 330 | TECHNIQUES IN MOLECULAR BIOLOGY****Units: 3 Repeatability: No**

Prerequisites: (BIOL 190 and BIOL 225 and BIOL 225L) or (BIOL 242 and BIOL 242L)

An introduction to recombinant DNA techniques including bacterial culture, transformation, nucleic acid purification, restriction analysis, DNA cloning, polymerase chain reaction, etc. Computer-based sequence analyses include database accession, BLAST, alignments, restriction analysis, gene-finding, and genomics. A cloning project generating new molecular reagents will be undertaken. One lecture and one laboratory weekly. Completion of CHEM 301 and CHEM301L is recommended.

**CHEM 331 | BIOCHEMISTRY****Units: 3**

Prerequisites: CHEM 302 and CHEM 302L

The structure, function, and metabolism of biomolecules. Structure and function of proteins, carbohydrates, lipids, nucleic acids, and important accessory molecules (cofactors and metal ions) are covered, as well as enzyme kinetics and mechanism, thermodynamics, metabolism, and the regulation of metabolism. Three lectures weekly.

**CHEM 332 | BIOCHEMISTRY II****Units: 3 Repeatability: No**

Prerequisites: CHEM 331

This course advances the fundamental concepts of macromolecules, structure/function paradigms, enzyme mechanism & activity and metabolism gained in CHEM 331. We will study metabolic homeostasis, integrating anabolic/catabolic pathways and energy flux with nutrition/nutrient intake of essential and non-essential molecules. Regulatory control through allosteric, transcriptional/translational, and post-translational mechanisms will be examined as part of maintaining metabolic homeostasis. Where relevant, disease and pathology will be used to highlight these concepts. We will study signal transduction to address the flow of information within a system. As a capstone to our indepth study of biochemistry, we will examine cross-disciplinary applications of core biochemical concepts (structure/function, homeostasis, energy flow and information flow) in the context of systems biology, chemical biology and synthetic biology.

**CHEM 355 | ENVIRONMENTAL CHEMISTRY****Units: 3**

Prerequisites: CHEM 152 and CHEM 152L

A survey of the natural environment from a chemist's point of view and the evaluation of chemicals from an environmental point of view. This course is concerned with the chemistry of air, water, soil and the biosphere in both pristine and polluted states. Pollution prevention and mitigation schemes are considered. Lab experiments include local fieldwork. Two 3-hour laboratory periods weekly.

**CHEM 356 | WATER QUALITY AND PUBLIC HEALTH IN THE DEVELOPING WORLD****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 1****Non-Core Attributes: International**

Prerequisites: CHEM 152 and CHEM 152L

An immersive experience where we will explore water quality issues in the developing world, and the impact of these issues on public health. This course will be primarily offered in the January Intersession or during the summer, because we will travel to a developing country and conduct water quality analyses and explore the water quality issues that impact the local public and community health. Students in the class, in partnership with students from the country of interest, will have lectures, field exercises, and laboratory experiences that will help them understand how water quality monitoring is carried out. Additionally, students will have lectures from local experts that include historical, cultural, societal, and economic influences on the state of water access, water quality, and public health in the country of interest.

**CHEM 396 | METHODS OF CHEMICAL RESEARCH****Units: 1.5 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: (CHEM 152 with a minimum grade of C- and CHEM 152L with a minimum grade of C-)

Introduction to the principles, methods, and communication of chemical and biochemical research. Techniques for searching the chemical literature, research ethics integrity and professional development are included. One 80 minute lecture per week. Every semester.

**CHEM 422 | PHYSICAL METHODS****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency****Non-Core Attributes: Lab**

Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 311 (Can be taken Concurrently)

An advanced laboratory course which probes concepts in physical chemistry using instrumental techniques including spectroscopy, chromatography and microscopy. Modern topics in physical chemistry, new technology in instrumentation, and computational data analysis will be integral parts of the laboratory in addition to some classical experiments and methods. Fall semester.

**CHEM 424 | ADVANCED SYNTHESIS LABORATORY****Units: 4 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 440 (Can be taken Concurrently)

An advanced laboratory course which integrates theory and experimental techniques from organic and inorganic chemistry. The course will focus on advanced topics of organic and inorganic chemistry (such as bioinorganic chemistry and organic materials) that are not included in CHEM 301, 301L, 302, 302L and 440. Emphasis will be placed on applications to the sub-fields of organic and inorganic chemistry. Two lectures and two laboratory periods weekly. Spring semester.

**CHEM 427 | BIOPHYSICAL CHEMISTRY****Units: 4 Repeatability: No**

Prerequisites: CHEM 331 and CHEM 435

This is an advanced lecture and laboratory course applying fundamental theories of physical chemistry in the context of thermodynamic, kinetic and quantum chemistry to understand the behavior of biological molecules and systems. Topics and experiments include spectroscopy, kinetics, thermodynamic of macromolecules, structure and function of protein, lipids, RNA and DNA as well as multimeric complex systems.

**CHEM 435 | BIOCHEMISTRY LABORATORY****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency****Non-Core Attributes: Lab**

Prerequisites: CHEM 330 or BIOL 330

An advanced laboratory course that focuses on techniques for the preparation and quantitative analysis of proteins, DNA and other biomolecules. Experiments will include preparation of buffers, production and purification of proteins, and analysis of protein structure and function. Two laboratory periods weekly.

**CHEM 440 | INORGANIC CHEMISTRY****Units: 3 Repeatability: No**

Prerequisites: CHEM 302

The principles of inorganic chemistry, such as atomic and molecular structure, bonding, acid-base theory, and crystal field theory, are examined. Utilizing these principles, the chemistry of the elements of the periodic table is discussed, including the kinetics and mechanisms of reactions. The various fields within inorganic chemistry, including solid-state, coordination and organometallic chemistry are introduced. Three lectures weekly. Fall semester.

**CHEM 489 | MAJOR FIELD TEST IN CHEMISTRY****Units: 0**

As a part of the department's assessment program, each graduating senior is required to take the major field test in chemistry. A student who fails to take the major field test may be restricted from graduating. Every year.

**CHEM 494 | SPECIAL TOPICS IN CHEMISTRY/BIOCHEMISTRY****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Rotating in-depth courses focused on various chemical and biochemical topics based primarily on the expertise of faculty. Repeatability: Yes (Can be repeated for credit when topic changes.) Prereq: Varied.

**CHEM 496 | UNDERGRADUATE RESEARCH****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Chemistry and Biochemistry. The course is taught on a pass/fail basis only. Prereq: Approval by department chair.

**CHEM 496H | HONORS UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential, Honors**

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Chemistry and Biochemistry. The course is taught on a pass/fail basis only.

**CHEM 498 | RESEARCH INTERNSHIP****Units: 1-2 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Prerequisites: CHEM 151 and CHEM 151L

This course offers experience in the practical and experimental application of chemical or biochemical principles. Students will be involved in research projects conducted by agencies and institutions outside the University, such as chemical/biochemical, pharmaceutical and biotechnology industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval.

## Chemistry

Chemistry is the study of matter and energy and the changes they undergo. It plays a key role in understanding the natural universe and in the scientific and technological revolution that has shaped modern society.

## Program

The chemistry program provides a strong foundation in the principles and practices of modern chemistry within the framework of a liberal arts education. The major is designed to give students both the theoretical bases of the discipline and extensive hands-on experience testing hypotheses in the laboratory. We also offer courses that fulfill the science and technology portion of the core curriculum requirements. These courses are designed to acquaint students majoring outside the natural sciences with the basic principles and methods of modern science and with the history and development of scientific thought.

The American Chemical Society (ACS), a national organization that develops and administers guidelines defining high quality undergraduate programs, has approved USD's chemistry curriculum. All chemistry majors earn an ACS-certified degree.

Our faculty provide dynamic classroom and teaching laboratory experiences where students are active participants in the learning process. From your first experience in general chemistry to your last semester in upper-division core and laboratory work our faculty continuously improve how to provide a meaningful and rigorous delivery of interesting and challenging chemistry courses.

Upper division courses are a sequence of integrated laboratory/lecture courses in instrumental methods/physical chemistry, inorganic/organic synthetic methods, and biochemistry. This allows each student to be exposed to an interesting mix of chemistry concepts and techniques making them competitive for professional school and qualified candidates in the job market.

USD's chemistry program is designed to qualify students for: admission to graduate school in chemistry; positions as chemists in the workforce; admission to medical, dental and pharmacy schools; or secondary teaching.

## The Chemistry Major

The chemistry major is designed to qualify students for admission to graduate school in chemistry, positions as chemists; admission to medical, dental, and pharmacy schools; or secondary teaching.

### The Major

In addition to 32.5 units of upper-division work in chemistry, students must complete of 100 hours of faculty-directed research and CHEM 396. Electives may be chosen from other chemistry and biochemistry courses for which prerequisites have been met. Students completing the chemistry major curriculum also earn an American Chemical Society-certified degree.

CHEM 496 or CHEM 498 may not be applied toward the 32.5 unit requirement. Those planning for graduate work in chemistry are recommended to complete the ACS-certified degree and to take additional upper-division Electives in chemistry, mathematics or physics depending on the area of interest.

### Preparation for the Major

Code	Title	Units
CHEM 151	General Chemistry I	3
CHEM 151L	General Chemistry I Laboratory	1
CHEM 152	General Chemistry II	3
CHEM 152L	General Chemistry II Laboratory	1
CHEM 220	Analytical Chemistry	3
MATH 150	Calculus I	4
MATH 151	Calculus II	4
PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4
<b>Total Units</b>		<b>27</b>

### Major Requirements

Code	Title	Units
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry II Laboratory	4
CHEM 311	Physical Chemistry I	3
CHEM 312	Physical Chemistry II	3
CHEM 331	Biochemistry	3
CHEM 396	Methods of Chemical Research	1.5
CHEM 422	Physical Methods	4
CHEM 424	Advanced Synthesis Laboratory	4
CHEM 440	Inorganic Chemistry	3

Select One Upper Division Chemistry Elective	3
<b>Total Units</b>	<b>32.5</b>

### Recommended Program of Study

The following paradigm is included as a guide only, and should not be interpreted in a rigid sense. It is designed for students intending to obtain an ACS-certified degree. There is some flexibility to meet individual needs. Elective courses in chemistry may be taken at any time as long as the course prerequisites have been satisfied. Students are encouraged to consult with their academic advisor to ensure that their needs and interests will be met. Students who are pre-professional should contact their advisor and the health professions advisor early in their studies to ensure all prerequisites are met.

#### Freshman Year

Semester I		Units
CHEM 151 & 151L	General Chemistry I	4-5
MATH 150 <sup>1</sup>	Calculus I	4
Core or electives		7-8

#### Semester II

CHEM 152 & 152L	General Chemistry II	4
MATH 151	Calculus II	4
Core or electives		7-8

#### Sophomore Year

Semester I		Units
CHEM 301 & 301L	Organic Chemistry I	4
CHEM 220	Analytical Chemistry	3
Core or electives		8-9

#### Semester II

CHEM 302 & 302L	Organic Chemistry II	4
CHEM 396	Methods of Chemical Research	1.5
PHYS 270 & 270L	Introduction to Mechanics	4
Core or electives		7-8

#### Junior Year

Semester I		Units
CHEM 311	Physical Chemistry I	3
CHEM 331 or 440	Biochemistry Inorganic Chemistry	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
Core or electives		5-6

#### Semester II

CHEM 312	Physical Chemistry II	3
Core or electives		6-9

#### Senior Year

Semester I		Units
CHEM 422	Physical Methods	4
CHEM 331 or 440	Biochemistry Inorganic Chemistry	3
Core or electives		6-9



**Semester II**

CHEM 424	Advanced Synthesis Laboratory	4
UD CHEM elective		3
Core or electives		9-12

## Recommended Program of Study: Integrated Teacher Preparation Program (ITPP) Pathway

The Integrated Teacher Preparation Program (ITPP) provides paths to 4-year science and math degrees that include a teaching credential and preparation for the California Subject Examination for Teachers (CSET). Students who are interested in middle or secondary education (grades 6-12) in California may earn a degree in chemistry while simultaneously completing requirements for a teaching credential. The degree integrates content knowledge and laboratory practices in the discipline, evidence-based teaching/learning theories, teaching performance expectations, and pre-student teaching clinical practice while satisfying baccalaureate degree requirements and CTC single subject credential program standards. There is some flexibility to meet individual needs. Students are encouraged to consult the ITPP website (<http://www.sandiego.edu/itpp>) and advisors ([itpp@sandiego.edu](mailto:itpp@sandiego.edu)) to ensure that their needs and interests will be met.

In addition to all courses for the chemistry major, students completing the ITPP pathway must also take the following:

Code	Title	Units
BIOL 240 & 240L	Bioenergetics and Systems and Bioenergetics and Systems Laboratory	4
BIOL 242 & 242L	Genomes and Evolution and Genomes and Evolution Laboratory	4
EOSC 110	Introduction to Geosciences	4
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 301P	Methods for Language & Literacy	3
EDTE 304P	Secondary Methods I	3
EDTE 306P	Secondary Methods II: Science	3
EDTE 310P	Educational Psychology	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
EDTE 312P	Methods for English Learners	3
EDUC 491P	Student Teaching for the Single Subject Credential	9
EDUC 491S	Student Teaching Seminar for the Single Subject Credential	3

The following paradigm is included as a guide only, and should not be interpreted in a rigid sense. Elective courses in chemistry may be taken at any time as long as the course prerequisites have been satisfied.

**Freshman Year****Semester I**

		Units
CHEM 151 & 151L	General Chemistry I	4-5
MATH 150 <sup>1</sup>	Calculus I	4
CC or Electives		6-8

**Semester II**

CHEM 152 & 152L	General Chemistry II	4
MATH 151	Calculus II	4
CC or Electives		7-8

**Semester III (Summer)**

BIOL 240 & 240L	Bioenergetics and Systems	4
EOSC 110	Introduction to Geosciences	4

**Sophomore Year****Semester I**

CHEM 301 & 301L	Organic Chemistry I	4
CHEM 396	Methods of Chemical Research	1.5
PHYS 270 & 270L	Introduction to Mechanics	4
EDTE 300P	Diversity, Inclusion & Schooling	3
CC or Electives		3-4

**Semester II**

CHEM 302 & 302L	Organic Chemistry II	4
CHEM 220	Analytical Chemistry	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
EDTE 311P	Equity & Advocacy in Educational Systems	3
CC or Electives		3-4

**Semester III (Summer)**

BIOL 242 & 242L	Genomes and Evolution	4
EDTE 310P	Educational Psychology	3

**Junior Year****Semester I**

CHEM 311	Physical Chemistry I	3
CHEM 440	Inorganic Chemistry	3
CHEM 422	Physical Methods	4
PHIL 341	Ethics and Education	3
EDTE 304P	Secondary Methods I	3

**Semester II**

CHEM 312	Physical Chemistry II	3
CHEM 331	Biochemistry	3
EDTE 306P	Secondary Methods II: Science	3
EDTE 312P	Methods for English Learners	3
CC or Electives		3-4

**Semester III (Summer)**

CC or Electives		6
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**Senior Year****Semester I**

EDTE 301P	Methods for Language & Literacy	3
EDUC 491P	Student Teaching for the Single Subject Credential	9
EDUC 491S	Student Teaching Seminar for the Single Subject Credential	3

**Semester II**

CHEM 424	Advanced Synthesis Laboratory	4
UD CHEM elective		3
CC or Electives		9-12

- <sup>1</sup> Students deficient in mathematics should take MATH 115 instead of MATH 150, followed by MATH 150 and MATH 151.
- <sup>2</sup> CHEM 396 may be completed in either semester of the second or third year of study. This requirement is independent of completing research hours.
- <sup>3</sup> Students must complete 100 hours of research. This can be accomplished by taking CHEM 496, CHEM 498, or other options during the summer. Check with your advisor as soon as possible to create the optimal plan.
- <sup>4</sup> Students must complete the full year of General Biology with lab at USD (as BIOL 240/240L/242/242L) or at SDCCD (as BIOL 210AB. Partial articulation will not be permitted (taking Bio 210A at SDCCD and either BIOL 240/240L or 242/242L at USD).

## The Chemistry Minor

Code	Title	Units
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
10 units of upper division chemistry		10

Students taking the minor to enhance employment possibilities in biotechnology, pharmaceutical industry or pharmacy school are advised to take CHEM 220.

### CHEM 101 | CHEMISTRY AND SOCIETY

**Units: 3 Repeatability: No**

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The evolution of our understanding of atomic and molecular structure and chemical reactivity will be examined as examples of the scientific method and the very human nature of the scientific endeavor. The role of modern chemistry in both the creation and the solution of societal problems will also receive considerable attention. The problems examined, which may vary in different sections, include: the energy crisis, air and water pollution, global warming, nutrition and food additives, household chemicals, pesticides and agrochemicals, and nuclear power. Two lectures weekly.

### CHEM 102 | SCIENCE OF FOOD & COOKING

**Units: 3 Repeatability: No**

**Core Attributes: Science/Tech Inquiry area**  
**Non-Core Attributes: Lab**

Course Description: This course is designed for the non-science major with a focus on food, cooking and baking while introducing foundational concepts in chemistry and biochemistry. Using a variety of approaches including hands-on activities, students will learn the chemical and biochemical principles of food and cooking. Students will investigate the molecular structure and changes that take place in food and drink while cooking and baking. Topics may include: making cheese and ice cream, spices and hot sauces, caramelization and food browning reactions, molecular gastronomy, taste and smell, cakes and cookies and chocolate. Students will participate in inquiry-based laboratories integrated throughout the semester while designing and performing scientific experiments to investigate the nature of food and cooking. Two hours of lecture per week and one four hour lab every other week. No prerequisites.

### CHEM 103 | DNA SCIENCE AND TECHNOLOGY

**Units: 3 Repeatability: No**

A course designed for the non-science major that covers basic physical science concepts and how they apply to the discovery and study of DNA as the genetic material, the simplicity of the three-dimensional structure of DNA and the many implications to be drawn from this structure. It explores the concepts involved in recombinant DNA technology and its applications to the pharmaceutical industry, agriculture, forensics, gene therapy and AIDS research. Two lectures weekly.

### CHEM 105 | PHYSICAL SCIENCES FOR K-8 TEACHERS

**Units: 3 Repeatability: No**

**Core Attributes: Science/Tech Inquiry area**

**Non-Core Attributes: Lab**

A laboratory/lecture/discussion class designed to lead students toward an understanding of selected topics in chemistry and physics. The course topics are selected to satisfy the physical science specifications of the science content standards for California Public Schools (K-12). Enrollment is limited to liberal studies majors. Two two-hour class meetings per week. Fall semester. This course is cross-listed with PHYS 105.

### CHEM 111 | CHEMISTRY AND SOCIETY

**Units: 3 Repeatability: No**

**Core Attributes: Science/Tech Inquiry area**

**Non-Core Attributes: Lab**

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The evolution of our understanding of atomic and molecular structure and chemical reactivity will be examined as examples of the scientific method and the very human nature of the scientific endeavor. The role of modern chemistry in both the creation and the solution of societal problems will also receive considerable attention. The problems examined, which may vary in different sections, include: the energy crisis, air and water pollution, global warming, nutrition and food additives, household chemicals, pesticides and agrochemicals, and nuclear power. This course includes a laboratory that will satisfy the Core requirement for Science and Technology Inquiry. Two hours of lecture per week and one four hour lab every other week.

### CHEM 151 | GENERAL CHEMISTRY I

**Units: 3-4 Repeatability: No**

**Core Attributes: Science/Tech Inquiry area**

Prerequisites: ( Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year ) or (MATH 115 (Can be taken Concurrently) or MATH 130 (Can be taken Concurrently) or MATH 150 (Can be taken Concurrently)) and CHEM 151L (Can be taken Concurrently)

Part 1 of a two semester lecture course which introduces the fundamental principles of modern chemistry. These principles, which include atomic and molecular structure, periodicity, reactivity, stoichiometry, equilibrium, kinetics, thermodynamics, bonding, acid-base chemistry, redox chemistry, and states of matter, will be used in and expanded upon in more advanced courses. Three lectures weekly.

### CHEM 151L | GENERAL CHEMISTRY I LABORATORY

**Units: 1 Repeatability: No**

**Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area**

**Non-Core Attributes: Lab**

Corequisites: CHEM 151

Part 1 of a two-semester laboratory course which introduces the concepts and techniques of experimental chemistry. CHEM 151L has one laboratory period that meets biweekly.

### CHEM 152 | GENERAL CHEMISTRY II

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only)**

Prerequisites: CHEM 151 and CHEM 151L (Can be taken Concurrently)

Part 2 of a two semester lecture course which introduces the fundamental principles of modern chemistry. These principles, which include atomic and molecular structure, periodicity, reactivity, stoichiometry, equilibrium, kinetics, thermodynamics, bonding, acid-base chemistry, redox chemistry, and states of matter, will be used in and expanded upon in more advanced courses. Three lectures weekly. Spring semester.

**CHEM 152L | GENERAL CHEMISTRY II LABORATORY****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: CHEM 151 and CHEM 151L and CHEM 152 (Can be taken Concurrently)

Part 2 of a two-semester laboratory course which introduces the concepts and techniques of experimental chemistry. One laboratory period weekly. Spring semester.

**CHEM 220 | ANALYTICAL CHEMISTRY****Units: 3 Repeatability: No**

Prerequisites: CHEM 152 and CHEM 152L

An introduction to the principles and practices of analytical chemistry with an emphasis on quantitative methods. Classical methods such as titrimetric and volumetric analyses as well as basic instrumental methods involving spectroscopy, electrochemistry, and chromatography will be performed. Some experiments will be of the project type. One laboratory and one lecture weekly.

**CHEM 296 | INTRODUCTION TO UNDERGRADUATE RESEARCH****Units: 1-2**

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Chemistry and Biochemistry. The course is taught on a pass/fail basis only.

**CHEM 301 | ORGANIC CHEMISTRY I****Units: 3**

Prerequisites: CHEM 152 and CHEM 152L and CHEM 301L (Can be taken Concurrently)

Part 1 of a two semester introduction to basic organic chemistry. The relationship of structure and bonding in organic compounds to reactivity will be emphasized. Reactions will be discussed from mechanistic and synthetic perspectives. Three lectures weekly. Fall Semester.

**CHEM 301L | ORGANIC CHEMISTRY I LABORATORY****Units: 1****Non-Core Attributes: Lab**

Prerequisites: CHEM 152L

This lab is the first semester of a two-semester sequence. It introduces common organic lab techniques (including chromatography, extraction, recrystallization, distillation) used for separating and analyzing organic compounds. One laboratory period weekly. Fall semester.

**CHEM 302 | ORGANIC CHEMISTRY II****Units: 3**

Prerequisites: CHEM 301 and CHEM 301L and CHEM 302L (Can be taken Concurrently)

Part 2 of a two semester introduction to basic organic chemistry. The relationship of structure and bonding in organic compounds to reactivity will be emphasized. Reactions will be discussed from mechanistic and synthetic perspectives. Three lectures weekly. Spring semester.

**CHEM 302L | ORGANIC CHEMISTRY II LABORATORY****Units: 1****Non-Core Attributes: Lab**

Prerequisites: CHEM 301 and CHEM 301L

This lab is the second semester of a two-semester sequence. Common organic lab techniques and spectroscopy are used to carry out and analyze multi-step organic syntheses One laboratory period weekly. Spring semester.

**CHEM 311 | PHYSICAL CHEMISTRY I****Units: 3 Repeatability: No**

Prerequisites: CHEM 152 and MATH 151 and PHYS 270 and PHYS 271 (Can be taken Concurrently)

This course covers modern physical chemistry, including atomic and molecular structure, and spectroscopy. Three lectures weekly. Fall semester.

**CHEM 312 | PHYSICAL CHEMISTRY II****Units: 3 Repeatability: No**

Prerequisites: CHEM 152 and MATH 151 and PHYS 270 and PHYS 271 (Can be taken Concurrently)

This course focuses on the classical principles of thermodynamics, kinetics, and statistical mechanics. Three lectures weekly. Spring semester.

**CHEM 330 | TECHNIQUES IN MOLECULAR BIOLOGY****Units: 3 Repeatability: No**

Prerequisites: (BIOL 190 and BIOL 225 and BIOL 225L) or (BIOL 242 and BIOL 242L)

An introduction to recombinant DNA techniques including bacterial culture, transformation, nucleic acid purification, restriction analysis, DNA cloning, polymerase chain reaction, etc. Computer-based sequence analyses include database accession, BLAST, alignments, restriction analysis, gene-finding, and genomics. A cloning project generating new molecular reagents will be undertaken. One lecture and one laboratory weekly. Completion of CHEM 301 and CHEM301L is recommended.

**CHEM 331 | BIOCHEMISTRY****Units: 3**

Prerequisites: CHEM 302 and CHEM 302L

The structure, function, and metabolism of biomolecules. Structure and function of proteins, carbohydrates, lipids, nucleic acids, and important accessory molecules (cofactors and metal ions) are covered, as well as enzyme kinetics and mechanism, thermodynamics, metabolism, and the regulation of metabolism. Three lectures weekly.

**CHEM 332 | BIOCHEMISTRY II****Units: 3 Repeatability: No**

Prerequisites: CHEM 331

This course advances the fundamental concepts of macromolecules, structure/function paradigms, enzyme mechanism & activity and metabolism gained in CHEM 331. We will study metabolic homeostasis, integrating anabolic/catabolic pathways and energy flux with nutrition/nutrient intake of essential and non-essential molecules. Regulatory control through allosteric, transcriptional/translational, and post-translational mechanisms will be examined as part of maintaining metabolic homeostasis. Where relevant, disease and pathology will be used to highlight these concepts. We will study signal transduction to address the flow of information within a system. As a capstone to our indepth study of biochemistry, we will examine cross-disciplinary applications of core biochemical concepts (structure/function, homeostasis, energy flow and information flow) in the context of systems biology, chemical biology and synthetic biology.

**CHEM 355 | ENVIRONMENTAL CHEMISTRY****Units: 3**

Prerequisites: CHEM 152 and CHEM 152L

A survey of the natural environment from a chemist's point of view and the evaluation of chemicals from an environmental point of view. This course is concerned with the chemistry of air, water, soil and the biosphere in both pristine and polluted states. Pollution prevention and mitigation schemes are considered. Lab experiments include local fieldwork. Two 3-hour laboratory periods weekly.

**CHEM 356 | WATER QUALITY AND PUBLIC HEALTH IN THE DEVELOPING WORLD****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 1****Non-Core Attributes: International**

Prerequisites: CHEM 152 and CHEM 152L

An immersive experience where we will explore water quality issues in the developing world, and the impact of these issues on public health. This course will be primarily offered in the January Intersession or during the summer, because we will travel to a developing country and conduct water quality analyses and explore the water quality issues that impact the local public and community health. Students in the class, in partnership with students from the country of interest, will have lectures, field exercises, and laboratory experiences that will help them understand how water quality monitoring is carried out. Additionally, students will have lectures from local experts that include historical, cultural, societal, and economic influences on the state of water access, water quality, and public health in the country of interest.

**CHEM 396 | METHODS OF CHEMICAL RESEARCH****Units: 1.5 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: (CHEM 152 with a minimum grade of C- and CHEM 152L with a minimum grade of C-)

Introduction to the principles, methods, and communication of chemical and biochemical research. Techniques for searching the chemical literature, research ethics integrity and professional development are included. One 80 minute lecture per week. Every semester.

**CHEM 422 | PHYSICAL METHODS****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency****Non-Core Attributes: Lab**

Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 311 (Can be taken Concurrently)

An advanced laboratory course which probes concepts in physical chemistry using instrumental techniques including spectroscopy, chromatography and microscopy. Modern topics in physical chemistry, new technology in instrumentation, and computational data analysis will be integral parts of the laboratory in addition to some classical experiments and methods. Fall semester.

**CHEM 424 | ADVANCED SYNTHESIS LABORATORY****Units: 4 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 440 (Can be taken Concurrently)

An advanced laboratory course which integrates theory and experimental techniques from organic and inorganic chemistry. The course will focus on advanced topics of organic and inorganic chemistry (such as bioinorganic chemistry and organic materials) that are not included in CHEM 301, 301L, 302, 302L and 440. Emphasis will be placed on applications to the sub-fields of organic and inorganic chemistry. Two lectures and two laboratory periods weekly. Spring semester.

**CHEM 427 | BIOPHYSICAL CHEMISTRY****Units: 4 Repeatability: No**

Prerequisites: CHEM 331 and CHEM 435

This is an advanced lecture and laboratory course applying fundamental theories of physical chemistry in the context of thermodynamic, kinetic and quantum chemistry to understand the behavior of biological molecules and systems. Topics and experiments include spectroscopy, kinetics, thermodynamic of macromolecules, structure and function of protein, lipids, RNA and DNA as well as multimeric complex systems.

**CHEM 435 | BIOCHEMISTRY LABORATORY****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency****Non-Core Attributes: Lab**

Prerequisites: CHEM 330 or BIOL 330

An advanced laboratory course that focuses on techniques for the preparation and quantitative analysis of proteins, DNA and other biomolecules. Experiments will include preparation of buffers, production and purification of proteins, and analysis of protein structure and function. Two laboratory periods weekly.

**CHEM 440 | INORGANIC CHEMISTRY****Units: 3 Repeatability: No**

Prerequisites: CHEM 302

The principles of inorganic chemistry, such as atomic and molecular structure, bonding, acid-base theory, and crystal field theory, are examined. Utilizing these principles, the chemistry of the elements of the periodic table is discussed, including the kinetics and mechanisms of reactions. The various fields within inorganic chemistry, including solid-state, coordination and organometallic chemistry are introduced. Three lectures weekly. Fall semester.

**CHEM 489 | MAJOR FIELD TEST IN CHEMISTRY****Units: 0**

As a part of the department's assessment program, each graduating senior is required to take the major field test in chemistry. A student who fails to take the major field test may be restricted from graduating. Every year.

**CHEM 494 | SPECIAL TOPICS IN CHEMISTRY/BIOCHEMISTRY****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Rotating in-depth courses focused on various chemical and biochemical topics based primarily on the expertise of faculty. Repeatability: Yes (Can be repeated for credit when topic changes.) Prereq: Varied.

**CHEM 496 | UNDERGRADUATE RESEARCH****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Chemistry and Biochemistry. The course is taught on a pass/fail basis only. Prereq: Approval by department chair.

**CHEM 496H | HONORS UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential, Honors**

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Chemistry and Biochemistry. The course is taught on a pass/fail basis only.

**CHEM 498 | RESEARCH INTERNSHIP****Units: 1-2 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Prerequisites: CHEM 151 and CHEM 151L

This course offers experience in the practical and experimental application of chemical or biochemical principles. Students will be involved in research projects conducted by agencies and institutions outside the University, such as chemical/biochemical, pharmaceutical and biotechnology industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval.

## Classical Studies

### Program Director

Ryan Abrecht, PhD, History

### Affiliated Faculty

Maura Giles-Watson, PhD, English



- Jerome Hall, PhD, Anthropology
- Timothy Wyman McCarty, PhD, Political Science and International Relations
- Joseph McGowan, PhD, English
- Peter Mena, PhD, Theology and Religious Studies
- Maryline Parca, PhD, Languages, Cultures and Literatures
- Santiago Rubio-Fernaz, PhD, Languages, Cultures and Literatures
- Monica Stufft, PhD, Theater
- Andrew Tirrell, JD, MALD, PhD, Political Science and International Relations

*The Classical Studies Minor*

The classical world was the crucible in which Christianity and the western artistic, literary, philosophical, and political traditions were formed. The classical studies minor is an interdisciplinary academic program that provides students with an opportunity to supplement their major with a structured and directed program of study in the histories, religions, cultures, languages, and societies of Greco-Roman antiquity. It is designed to help students develop a nuanced and sophisticated understanding of the Greek, Hellenistic, and Roman civilizations of the Mediterranean (ca. 750 BC–ca. AD 500), and in so doing to enrich their understanding of themselves, their major, and the Catholic tradition.

Requirements

There are two options for fulfilling the Classical Studies Minor, the first of which focuses on ancient languages and the second of which focuses on ancient history and culture.

*Option 1 (18 units total):*

- 12 units in Greek or Latin
- 6 elective units in Classical Studies courses (upper-division) from a minimum of two academic disciplines

Students enrolled in Option 1 primarily study Ancient Greek or Latin, beginning with the fundamentals of grammar and syntax and eventually developing the ability to read the works of classical writers like Homer, Plato, Caesar, or Cicero in their original languages.

Latin is the ancestor of all the Romance languages (Italian, Spanish, French, Portuguese, and Romanian) and provides the root for around 60% of English words. The quintessential language of oratory in Roman times, Latin evolved into a scholarly language used to expound theological and scientific ideas into the modern period. Today, virtually all legal vocabulary comes from Latin, and several studies have indicated that studying Latin can lead to higher scores on standardized tests such as the GRE or the LSAT.

Ancient Greek is of course the ancestor of modern Greek, but was also the common tongue for much of the classical world for centuries, from the conquests of Alexander the Great to the rise of Islam. Some of the most fascinating works of literature, philosophy, and political theory that the classical world produced were written in Greek; it is also the original language of the Christian New Testament. Most medical and scientific terminology used today derives from Greek, and students of the language similarly tend to score well on standardized tests such as the GRE or MCAT.

*Option 2 (18 units total):*

- 6-9 lower-division units
- 9-12 upper-division units from a minimum of two academic disciplines

Students enrolled in Option 2 study the history and literature of Greece and Rome in English translation. Courses come from a range of departments including English, History, Philosophy, Political Science, and Theology and Religious Studies.

Studying classical culture is a highly interdisciplinary practice. Classicists read ancient texts, examine surviving buildings and artifacts uncovered by archaeologists, and engage with the work of modern scholars who analyze and interpret these ancient primary sources. In addition to studying literature and art, politics and history, students of ancient Greece and Rome tackle issues such as race, gender, sexuality, slavery, religion, the meaning of myths, the purpose of law, and the ability of individuals to shape the course of history through their successes or failures.

Students of Greco-Roman culture also consider the influence of antiquity on the modern world, from the founding of the United States to the Olympic Games to the plots of popular novels like *Percy Jackson* and *The Hunger Games*. Classics, in short, not only illuminates the past, but demonstrates how relevant the past remains to the present.

Code	Title	Units
Lower-division: <sup>1</sup>		9-6
ARTH 133	Introduction to Art History I	
GREK 101	First Semester Greek	
GREK 102	Second Semester Greek	
GREK 201	Third Semester Greek	
GREK 202	Fourth Semester Greek	
HIST 102	The Ancient World	
LATN 101	First Semester Latin	
LATN 102	Second Semester Latin	
LATN 201	Third Semester Latin	
LATN 202	Fourth Semester Latin	
PHIL 270	History of Ancient Philosophy	
Upper-division: <sup>1</sup>		9-12
ANTH 390	Archaeology of the Bible	
GREK 499	Independent Study	
HIST 311	Greek Civilization	
HIST 312	Roman Civilization	
HIST 321	The Fall of the Roman Empire	
LATN 499	Independent Study	
PHIL 470	Studies in Ancient Philosophy	
POLS 301	Political Thought: Ancient to Modern	
POLS 347	Culture & Environmental Politics	
THRS 353	Early Christianities	
THRS 372	Women, Gender, and Christianity in the Ancient World	
THRS 385	Paul, the Man & his Message	
THRS 388	The World of the Bible	
Total Units		18

<sup>1</sup> Additional courses may be used to satisfy requirements in the Classical Studies minor, if the focus is appropriate. Examples include: HIST 155, ENGL 220, ENGL 228, ENGL 311, POLS 100, and POLS 300. Consult the Program Director for information about these courses.

# Communication Studies

## Chair

Bradley J. Bond, PhD

## Faculty

Jonathan M. Bowman, PhD

Mary Brinson, PhD

Leeva C. Chung, PhD

Esteban del Río, PhD

Gregory Ghio, MA

Carole L. Huston, PhD

Diane M. Keeling, PhD

Gina Lew, MA

Antonieta Mercado, PhD

Kristin C. Moran, PhD

Aziz Muqaddam, PhD

Roger C. Pace, PhD

Eric C. Pierson, PhD

Susannah R. Stern, PhD

David B. Sullivan, PhD

Jillian Tullis, PhD

Communication Studies is firmly committed to academic excellence through promoting a rigorous and relevant curriculum grounded in the liberal arts tradition. We approach communication as the primary social process: the various modes of human communication forge and maintain individual identity and collective organization. Our curriculum offers an integrated approach to communication, providing depth and breadth of knowledge, and experience for undergraduate students competent in the construction, reception, and analysis of messages, which give shape to our world. Communication studies prepare students to participate in the professional, social, and civic life in an ethical, intellectually curious, and engaged manner.

Students who complete the major will have knowledge of foundational theories of communication; prevailing communication research paradigms; media industry structure and practices; prevailing criticism of media practice and performance; media influence on individuals and groups; the interplay of media systems in a global context; roles and functions of communication in interpersonal, group, organizational, and public contexts; conventions of public address and advocacy; and the impact and ethics of persuasion. Students will also have the ability to think critically; develop and present an argument; conduct and evaluate social scientific, interpretive, and critical research; communicate effectively in interpersonal, group, organizational, and public contexts; and invent, arrange, and deliver effective and ethical messages via oral, print, and electronic modes.

All students in the communication studies major must complete 39 units of coursework in the major, including 15 units of lower-division core courses, 6 units of upper-division core courses, and an additional 18 units divided into 6 units of

Human Communication course, 6 units of Media Studies courses, and 6 elective units from upper-division offerings.

Practical experience is a valuable addition to the undergraduate major. The department offers opportunities for students to participate in an outstanding internship program and in student media (The Vista, USD-tv, and USD Radio) providing the opportunity to receive academic credit for these experiences. No more than three practicum units may be applied toward the major or minor. No more than six units combined of practicum may be applied to the BA degree.

Students are encouraged to participate in study abroad to complement the major with global learning opportunities. No more than six units from a non-USD faculty led study abroad course can be applied to the major or minor.

## The Communication Studies Major

### Preparation for the Major

Code	Title	Units
<b>Required Lower-Division Core</b>		
COMM 101	Introduction to Human Communication	3
COMM 130	Introduction to Media Studies	3
COMM 203	Public Speaking	3
COMM 220	Introduction to Media Writing	3
COMM 265	Introduction to Research Methods	3
<b>Total Units</b>		<b>15</b>

### Major Requirements

Code	Title	Units
<b>Required Upper-Division Core</b>		
COMM 300	Communication Theory	3
COMM 336	Communication Criticism	3
<b>Required Upper-Division Human Communication</b>		
Select 6 units from the following:		6
COMM 325	Interpersonal Communication	
COMM 326	Nonverbal Communication	
COMM 340	Health Communication	
COMM 350	Small Group Communication	
COMM 353	Organizational Communication	
COMM 370	Rhetorical Theory	
COMM 403	Advanced Public Speaking	
COMM 422	Family Communication	
COMM 440	End of Life Communication Issues	
COMM 445	Gender Communication	
COMM 455	Interviewing and Negotiating	
COMM 460	Persuasion and Propaganda	
COMM 475	Intercultural Communication	
COMM 481	International Topics in Human Communication	
COMM 488	Global Team Development	
<b>Required Upper-Division Media Studies</b>		
Select 6 Units from the following:		6
COMM 320	Contemporary Print Journalism	
COMM 321	Advanced Video Production	
COMM 330	Media Processes And Effects	
COMM 337	Writing for Magazines	
COMM 338	Media and Conflict	

COMM 356	Strategic Communication
COMM 380	International Media
COMM 384	Media and the Marginalized
COMM 421	Multimedia Journalism
COMM 432	Film and Cultural Politics
COMM 433	American Independent Cinema
COMM 434	Documentary Film
COMM 437	Writing for Screen Media
COMM 462	Political Communication
COMM 463	Communication and Sports
COMM 480	Advanced Topics in International Media
COMM 482	Children and Media
COMM 483	Teens and Popular Culture

**Upper-Division Electives**

Select Any 6 Units of Upper-Division Communication courses including COMM courses not listed above 6

**Total Units** 24

**Recommended Program of Study****Freshman Year****Semester I**

LLC Class

COMM 101 Introduction to Human Communication  
or 130 Introduction to Media Studies

Core Courses

**Semester II**

COMM 101 Introduction to Human Communication  
or 130 Introduction to Media Studies

COMM 203 Public Speaking

LLC Class

Core Courses

**Sophomore Year****Semester I**

COMM 220 Introduction to Media Writing

COMM 265 Introduction to Research Methods

Core Courses

**Semester II**

COMM 300 Communication Theory  
or 336 Communication Criticism

Core Courses

**Junior Year****Semester I**

COMM 300 Communication Theory  
or 336 Communication Criticism

Upper-Division COMM

Core Courses or Electives

**Semester II**

Upper-Division COMM

Core Courses or Electives

**Senior Year****Semester I**

Upper-Division COMM

Core Courses or Electives

9-12

**Semester II**

Upper-Division COMM

3

Core Courses or Electives

12

**The Communication Studies Minor**

The communication studies minor consists of 6 lower-division units and 12 upper-division units to be selected in consultation with an advisor.

Code	Title	Units
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**Required Lower-Division Core**

COMM 101	Introduction to Human Communication	3
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Select one of the following:		3
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COMM 130	Introduction to Media Studies	
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COMM 203	Public Speaking	
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COMM 220	Introduction to Media Writing	
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**Required Upper-Division Core**

COMM 300	Communication Theory	3
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or COMM 336	Communication Criticism	
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**Upper-Division Electives**

Select from any upper-division communication course		9
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<b>Total Units</b>		<b>18</b>
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**COMM 101 | INTRODUCTION TO HUMAN COMMUNICATION****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Oral communication competency, Social/Behavioral Inquiry area**

An examination of the principles and contexts of human communication. Some of the principles surveyed are perception, listening, nonverbal communication, and persuasion. The primary contexts examined include interpersonal, group, organizational, and public communication. This course is a prerequisite for many upper division communication studies courses, and fulfills core curriculum requirements in social and behavioral inquiry and oral communication competency.

**COMM 130 | INTRODUCTION TO MEDIA STUDIES****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

This course offers an introduction to the examination of media and media literacy. Students learn about the origins, history, and development of mass media. Additionally, the present structure, characteristics, and challenges in the areas of print, radio, television, film, and digital media are addressed. Fulfills the core curriculum requirement in social and behavioral inquiry.

**COMM 203 | PUBLIC SPEAKING****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

An introduction to several forms of public communication. Emphasis is placed on the development and practice of public speaking about salient political, cultural, and social issues. Students are taught an audience-sensitive approach to the invention, arrangement, and delivery of public messages. Students are also introduced to the relationship between socially responsible speeches and rhetorical communication. Fulfills the core curriculum requirement in oral communication competency.

**COMM 220 | INTRODUCTION TO MEDIA WRITING****Units: 3**

A general introduction to the skills and strategies associated with print and electronic journalism. Students are exposed to methods of news gathering, reporting, writing, and editing. The elements of the news story, interviewing, and the news conference are among the topics covered.

**COMM 221 | INTRODUCTION TO VIDEO PRODUCTION****Units: 1 Repeatability: No**

An introduction to video production skills. This course teaches students the skills and strategies employed to collect, edit, and present information through audiovisual means. This course prepares students interested in visual media and broadcast journalism using hands-on, collaborative training. The objective is to teach students how to tell a story using audio and video. Topics covered include camera angles, shooting techniques, audio capture, composition, and video editing.

**COMM 265 | INTRODUCTION TO RESEARCH METHODS****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp**

An introduction to communication research methodologies. Students are exposed to the prevailing paradigms of qualitative and quantitative research. The interpretive, descriptive, and explanatory foundations of research methodologies will be examined. Ethical principles governing the process of research will also be explored. Fulfills the core curriculum requirement in quantitative reasoning.

**COMM 294 | SPECIAL TOPICS IN COMMUNICATION STUDIES****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

The course will introduce students to various topics within the field of communication. Course may be repeated as topics vary.

**COMM 298 | COMMUNICATION TRAINING****Units: 0.5 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

The course offers students credit for participating in a professional communication-related field during the summer. The course is appropriate for students who are interested in learning new skills and gaining professional experience to complement their coursework, but who have not yet completed COMM 300 or those who do not have second-semester sophomore standing. To qualify, students must have completed at least one lower division communication course and have declared a communication studies major. This course is offered pass/fail.

**COMM 300 | COMMUNICATION THEORY****Units: 3**

Prerequisites: COMM 101

This course provides a comprehensive survey of the various theories that comprise the communication studies discipline. Students are exposed to the dominant philosophical, conceptual, and critical perspectives germane to communication as a distinct academic pursuit. This class is intended as an overview of both speech communication and media studies traditions and is a recommended prerequisite to all upper division courses in Communication Studies.

**COMM 320 | CONTEMPORARY PRINT JOURNALISM****Units: 3 Repeatability: No**

Prerequisites: COMM 220

This course is designed to develop students' research, reporting, analytical, and writing skills. Students will also investigate the nature and significance of the evolution of print journalism, how changes in the media environment alter journalists' behaviors and responsibilities, and how audiences read and interpret the news in modern society. Ethical pressures of contemporary journalism practices are also addressed.

**COMM 321 | ADVANCED VIDEO PRODUCTION****Units: 3 Repeatability: No**

Prerequisites: COMM 221 (Can be taken Concurrently)

This course provides students an opportunity to learn production skills while incorporating discussions of aesthetics, film theory, and ethics. Students are introduced to three phases of broadcast production: preproduction (concept, writing, scheduling, and planning); production (principle photography and audio recording), and post-production (editing and sound design). By the end of the course, students will produce a short video that is a culmination of production principles applied over the course of the semester.

**COMM 325 | INTERPERSONAL COMMUNICATION****Units: 3**

Prerequisites: COMM 101

This course examines the dynamics of relational communication. Humanistic and social scientific theories of interpersonal relationship development will be emphasized. Topics include impression management, attraction, love, conflict, and the dark side.

**COMM 326 | NONVERBAL COMMUNICATION****Units: 3**

Prerequisites: COMM 101

This course draws upon and scrutinizes the intersection of nonverbal and verbal communication channels, with an emphasis on the influence of nonverbal channels on communicator competence in interpersonal, media, organization, intercultural, and group contexts. Examples of specific topics include scholarship on the theory and application of nonverbal codes (and subsequent functions) vocal variation, nonverbal channels, and context-specific communication style.

**COMM 330 | MEDIA PROCESSES AND EFFECTS****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

Prerequisites: COMM 130

This course examines the process of media production and the theories related to the effects media have on audiences. A historical approach is used to analyze and explain the development of the field of mass communication. Other topics include the functions media perform for individuals and society. Analysis and application of media theory is emphasized.

**COMM 333 | PODCAST STORYTELLING****Units: 3 Repeatability: No**

This course teaches professional skills in audio recording, sound mixing, and storytelling. Students will improve their audio broadcasting skills, including research, writing, interviewing, delivering, and editing podcast stories. Focus is also placed on changemaking, investigating complex social issues and community engagement through the medium of podcasting.

**COMM 336 | COMMUNICATION CRITICISM****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, First Yr Integration (LC Only)**

Prerequisites: COMM 101

This course introduces students to the art and discipline of communication criticism as the interpretive method of analysis within the field of communication studies, exploring popular and scholarly criticism of public messages by examining the functions of criticism and by paying particular attention to the relationships among critical interpretations of texts, critical evaluation of media performance, and audience assessment. Students will enhance their understanding of these relationships by applying communication criticism methods to a variety of texts in a series of written assignments. Fulfills the core curriculum requirement in advanced writing competency.



**COMM 337 | WRITING FOR MAGAZINES****Units: 3 Repeatability: No**

This course develops students' writing, editing, and design skills by focusing on the development of magazine content. Students will develop and write magazine features; edit, copy-edit, and layout magazine stories; create audience development and engagement plans including social media strategies; and demonstrate an understanding of the magazine media industry.

**COMM 338 | MEDIA AND CONFLICT****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

This course examines the role media play in the progression and public perceptions of conflict. Relevant topics will include media and military intervention, portrayals of protest movements, and news and entertainment coverage of crime, rumors, domestic politics, violence, and ethnicity. It is recommended but not required that students complete COMM 130 before enrolling in this course. Fulfills the foundations in domestic diversity (level 2) core curriculum requirement.

**COMM 340 | HEALTH COMMUNICATION****Units: 3 Repeatability: No**

This course explores communication issues relevant to health, disease, and illness. Topics covered include the role of language, provider-patient communication, social support, diversity, culture, and spirituality in health, information processing, health care teams, public health campaigns, and mass media. The course explores how communication shapes and is shaped by personal, institutional, and cultural constructions of health and how such concepts are created, maintained, and transformed in communication. Course content includes critiques of Western perspectives on health, illness, disease, and wellness and their influence on communication by investigating issues of race, class, gender, and sexism that exist in health practice, policy, and institutional structures. COMM 101 or COMM 300 are recommended, but not required.

**COMM 350 | SMALL GROUP COMMUNICATION****Units: 3**

Prerequisites: COMM 101

An examination of theories and principles of group communication. Students study interactional and attitudinal variables which influence the nature of group dynamics. Topics include group norms and roles, leadership, motivation, coalition formation, communication networks, and decision making.

**COMM 353 | ORGANIZATIONAL COMMUNICATION****Units: 3 Repeatability: No**

Prerequisites: COMM 101

This course examines the form and function of messages within organizations, with special emphasis on business communication. The course will focus on the role of communication in developing productive work relationships, human-resource practices, and organizational cultures. Topics include past and current management practices, communication networks and technologies, interpersonal relationships in organizations, public communication, and organizational communication assessment.

**COMM 356 | STRATEGIC COMMUNICATION****Units: 3 Repeatability: No**

Students in this course will learn key concepts and strategies in advertising, public relations, and promotions. Students will refine their ability to identify and understand problems and develop and execute solutions in the marketing-communication environment. The course will cover aspects of strategic research, media planning and management, the principles of branding, advertising design and management, and public relations strategies. This is meant to be a survey course on different aspects of strategic integrated communication, in which students are exposed to different stages of strategic planning, execution, and evaluation. Students can expect to be better equipped to initiate, participate in, and improve strategic campaigns after completion of this course.

**COMM 360 | PUBLIC RELATIONS AND COMMUNITY ADVOCACY****Units: 3 Repeatability: No****Non-Core Attributes: Community Engagement**

Prerequisites: COMM 130 (Can be taken Concurrently)

This is a critical PR class. The course offers a critical, historical, and practical perspective in the US and global PR industries. It examines the current and historical dependency of news media outlets on the PR world as sources of information. While the course has a critical view of corporate public relations, it also offers concrete skill-building opportunities for students interested in working to promote diversity, inclusion and social justice through critical public relations. The practical side of the class focuses on the use of communication and public relations strategies for advancing causes such as fair representation of minorities in media, economic justice, community development, workers' rights, environmental justice, and other pressing social issues. Students taking this class will spend one hour per week working for a local community organization helping to either design or enhance their communication and public outreach programs.

**COMM 365 | COMMUNICATION RESEARCH METHODS****Units: 3 Repeatability: No**

Prerequisites: COMM 265

A survey of contemporary quantitative methods in communication research. This course will help students understand how to measure and explain communication behaviors and beliefs from a quantitative perspective. Students will be exposed to methods such as experimentation, structured observation, and survey design, including the analysis and interpretation of results.

**COMM 370 | RHETORICAL THEORY****Units: 3**

Prerequisites: COMM 101

An examination of rhetorical thinking from its birth in Athens to the present time covering basic rhetorical principals and tenets. Students explore issues such as rhetoric as a humane discipline, the place of rhetoric in democracies, and the worth of rhetoric as a means of inducing change.

**COMM 380 | INTERNATIONAL MEDIA****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

Prerequisites: COMM 130

This course examines media systems, uses, and social impact around the world, with an emphasis on trans-national comparisons of media development. Topics to be addressed include globalization of the media environment, media and national identity, communication for social change, and the influence of U.S. media on cultures around the world. Fulfills foundations in global diversity (level 2) in the core curriculum requirements.

**COMM 384 | MEDIA AND THE MARGINALIZED****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

Prerequisites: COMM 130

This course will utilize theories, concepts, and empirical social scientific research to highlight how media depict social groups, why media messages depict social groups in particular ways, and the effects of those messages on audiences' perceptions of their own identities and their understanding of outgroup others. The course will focus on racial minorities, gender, gender identity, sexual identity, religious minorities, and disability within a U.S. media context. Fulfills the foundations in domestic diversity (level 2) core curriculum requirement.

**COMM 397 | ADVANCED INTEGRATION IN COMMUNICATION****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced Integration**

Cross-listed, inter-disciplinary team-taught offerings that are approved as INST courses and treat a special topic, genre, or author. See departmental list of course offerings each semester.

**COMM 403 | ADVANCED PUBLIC SPEAKING****Units: 3**

Prerequisites: COMM 203

This course offers intensive training in the types of public speaking that are germane to social, political, and business communication. Through instructor and peer critique, students will gain proficiency in extemporaneous and impromptu speaking, and debate. Special attention is given to the critique and engagement of public controversy.

**COMM 421 | MULTIMEDIA JOURNALISM****Units: 3 Repeatability: No**

Prerequisites: COMM 220 and COMM 221 (Can be taken Concurrently)

This course will provide students with foundational skills needed to report, write, produce, edit, and distribute news stories across multiple platforms for diverse audiences. Students will engage in digital storytelling by engaging with the fundamentals of reporting, news judgment, and interviewing. The role of social media newsgathering is also covered.

**COMM 422 | FAMILY COMMUNICATION****Units: 3 Repeatability: No**

This course provides an examination of family communication theory as it applies to interaction and cognition within the rich context of our earliest group membership. Role formation, identity development, and a range of family structures across the life span will be emphasized in both historical and modern contexts. Students will apply theory to understand and analyze their own and others' familial communication experiences.

**COMM 432 | FILM AND CULTURAL POLITICS****Units: 3**

This course looks at the role of film in responding to and defining culture and politics. It focuses on mainstream, commercial, and narrative film, and includes a focus on historical and ideological approaches to film criticism. Students will be encouraged to appreciate historically significant movies, learn sophisticated methods of film criticism, and assess the contributions contemporary films make to students' understanding of themselves and others. It is recommended that students complete COMM 336 before enrolling in this course.

**COMM 433 | AMERICAN INDEPENDENT CINEMA****Units: 3**

This course is an examination of the history, forms, and functions of American independent cinema. The course will introduce students to important films and filmmakers instrumental in the independent genre while comparing and contrasting the aesthetic and content of independent cinema with the traditional practices of Hollywood studios. The course will also focus on independent cinema as a vehicle of social and political change including representations lacking in mainstream film production and inclusion of a wider spectrum of voices and experiences.

**COMM 434 | DOCUMENTARY FILM****Units: 3 Repeatability: No**

This course is an examination of the form and content of documentary film. The course will focus on American documentaries but will include some exposure to international films as well. Students will develop a critical approach to documentary film viewing and expand their appreciation of nonfiction film.

**COMM 437 | WRITING FOR SCREEN MEDIA****Units: 3 Repeatability: No**

Prerequisites: COMM 220

This course introduces students to the skills and strategies associated with writing and production in various screen media production industries. Course material surveys the industry standards media professionals bring to their work, as well as academic criticism of these practices. Students will learn how to design and write a variety of media texts, including commercial, documentary, and film scripts.

**COMM 440 | END OF LIFE COMMUNICATION ISSUES****Units: 3 Repeatability: No**

This course explores various end of life contexts and issues through the discipline of Communication Studies. We will study the ways in which personal and public communication about dying and death influence attitudes about, and practices, at the end of life. This includes communication within the family, in healthcare settings, in public discourse, and the media. Our goal is not a morbid or voyeuristic one; a close examination of dying and death can influence how we live, how to make life meaningful, as well as how we die. Communication at and about the end of life also shapes, and is shaped by, law and policy that dictate living and dying well, ethics, and justice. This class will interrogate the concept of a good death and investigate how we communicate about dying well.

**COMM 445 | GENDER COMMUNICATION****Units: 3 Repeatability: No**

This course examines gender from a communication perspective, focusing on the construction of gender and gender-relevant issues. Communication styles of women and men are discussed. Attitudes and beliefs concerning female and male cultural stereotypes as they are manifested through communication are also investigated. It is recommended but not required that students complete COMM 101 before enrolling in this course.

**COMM 455 | INTERVIEWING AND NEGOTIATING****Units: 3 Repeatability: No**

Prerequisites: COMM 101

This course is an examination of methods and techniques applicable to a variety of interviews and negotiations. Students prepare, participate in, and critique employment, journalistic, and appraisal interviews. Students also learn techniques and principles of negotiating, including alternative dispute resolution, distributive bargaining, and principled negotiations.

**COMM 460 | PERSUASION AND PROPAGANDA****Units: 3 Repeatability: No****Core Attributes: Social/Behavioral Inquiry area**

This course is an examination of various forms of persuasion and propaganda. Through understanding rhetorical, behavioral, and cognitive theories of persuasion students will learn to both create and ethically critique persuasive messages. Fulfills core curriculum requirement in social and behavioral inquiry.

**COMM 462 | POLITICAL COMMUNICATION****Units: 3 Repeatability: No**

A survey of the centrality of communication processes in substantive areas of political activity. Areas of study include political speeches, election campaigns, debates, government and media relations, advertising and propaganda, and political movements. Special emphasis is placed on the relationship between public opinion and the use of rhetorical strategies, imagery, and symbolism.

**COMM 463 | COMMUNICATION AND SPORTS****Units: 3**

This course examines the numerous aspects of communication and sports in the U.S., where many of the global trends and developments in sports communication have occurred. Drawing perspectives from popular criticism and scholarly research, the course surveys the development of sports media, the coverage and business of sports media, sports media audiences and fanship, and contemporary issues in sports media, the coverage and business of sports communication, sports media audiences and fanship, and contemporary issues in sports communication.

**COMM 475 | INTERCULTURAL COMMUNICATION****Units: 3 Repeatability: No**

This course allows students to explore intercultural communication theory and research within both broad and interpersonal contexts. Topics include similarities and differences in values, language, , interethnic/intergroup communication, identity and adaptation. Students will enhance flexibility with such encounters. It is recommended but not required that students complete COMM 300 before enrolling in this course.

**COMM 480 | ADVANCED TOPICS IN INTERNATIONAL MEDIA****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This upper-division elective provides students an opportunity for an in-depth analysis and examination of media systems in a particular region of the world and/or transnational connections around a particular international cultural practice. Topics will vary according to the instructor and interest. General themes may include Latin American media systems, British media systems, Asian cinema or global youth culture. Course may be repeated as topics vary. It is recommended but not required that students complete COMM 130 and COMM 380 before enrolling in this course.

**COMM 481 | INTERNATIONAL TOPICS IN HUMAN COMMUNICATION****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Global Diversity level 2**

This upper-division elective provides students an opportunity for an in-depth analysis and examination of human communication in a particular region of the world. Topics will vary according to the instructor and interest. Fulfills the foundations in global diversity (level 2) core curriculum requirement.

**COMM 482 | CHILDREN AND MEDIA****Units: 3 Repeatability: No**

This course is an overview of the relevant research on the role of electronic media in the lives of children. Topics include media violence, sex role stereotypes, advertising and materialism, media and the family, and new technology in the lives of children. Students will also explore the positive influence of media, including media use for pro-social and educational purposes. It is recommended but not required that students complete COMM 130 and COMM 330 before enrolling in this course.

**COMM 483 | TEENS AND POPULAR CULTURE****Units: 3 Repeatability: No**

This course aims to examine the complex relationship between teenagers and the popular media. Focusing primarily on American teens, various important issues we be considered, such as: how media portray teens, how corporations target teens as a market, how teens make active choices about which media they attend to and how, and how teens themselves actively create their own media and culture. Our goal is to resist simple speculation about media's effects on youth, and to instead engage with why media use is pleasurable and meaningful to young people, and how it operates in their lives. It is recommended but not required that students complete COMM 130 and COMM 330 before enrolling in this course.

**COMM 488 | GLOBAL TEAM DEVELOPMENT****Units: 3**

This course is designed to further students' understanding of intercultural and small group theory, development, and research and explore how groups develop into teams. Students will have the opportunity to work in multicultural and virtual teams providing basic diversity training and development, and research. The course emphasizes a wide range and scope of topics related to teams and teamwork by addressing issues such as finding alternative solutions to problems, reaching decisions, making recommendations, and understanding the process of team and organizational development as a whole.

**COMM 492 | COMMUNICATION INTEGRATION EXPERIENCE****Units: 1 Repeatability: No****Core Attributes: Advanced Integration****Prerequisites: COMM 300 or COMM 336**

This course is designed as an advanced integration experience for communication studies majors. Students will compile a portfolio of coursework and craft a coherent, persuasive essay synthesizing and applying and transferring the knowledge and skills they have acquired in the Department of Communication Studies and at USD more broadly. Students will be required to orally defend the essay. By working on an integration experience project that draws on prior course work and that culminates in an integrative essay and oral defense, students engage in higher order thinking, by utilizing their critical thinking skills in synthesizing previous course work and extend and develop their own original ideas. The course both challenges students to critically reflect on the communication studies discipline and prepares students for a career in communication. Fulfills core curriculum requirement in advanced integration.

**COMM 493 | USD MEDIA PRACTICUM****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential****Prerequisites: COMM 220**

Student media participants can register to receive credit and work in a multi-media environment. The lab will facilitate collaboration between USD's media outlets as student learn to navigate the convergent media environment. The lab will emphasize industry best practices. Student may retake course for up to a total of 3 units.

**COMM 494 | SPECIAL TOPICS IN COMMUNICATION STUDIES****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Selected topics in Communication Studies will be examined. The course may be repeated as topics vary.

**COMM 495 | SENIOR PROJECT****Units: 1-3 Repeatability: No**

This seminar is a capstone course in which seniors produce an original research or creative project. The course addresses research methods, critical thinking, and the writing process. Students will present the results of their work. Recommended for students planning on pursuing graduate studies.

**COMM 496 | RESEARCH EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Prerequisites: COMM 265**

The goal of research experience is to provide communication studies majors with an opportunity to assist a faculty member conducting original academic research. Students will meet with a faculty member on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to literature searches, study design, project management, participant solicitation, data collection, fieldwork, data entry, data analysis, critical analysis, and writing instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member.

**COMM 498 | COMMUNICATION INTERNSHIP****Units: 2-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential****Prerequisites: COMM 300 (Can be taken Concurrently)**

An experiential education course in which students apply their communication education as interns in a communication-related organization or industry setting. Students complete professional portfolios connecting communication theory to their vocational experience. The course is only open to communication studies majors or minors of second-semester junior status or higher. No more than 3 internship units may be applied toward the major or minor. Students should consult the communication studies internship director for details about qualification and to enroll.

**COMM 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students interested in completing an independent research project with guidance from a faculty member may consider independent study. Students should consult a faculty member who has expertise in their interest area and be prepared to explain their intended project or research question(s). The student and instructor agree upon specific requirements. Registration is by consent of instructor and requires the completion of the independent study form.

## Creative Writing

### *The Creative Writing Minor*

#### *Minor Requirements (18 units)*

Code	Title	Units
<b>Lower Division</b>		
ENGL 260	Critical Reading	3
Choose one lower-division course from the following:		3
ENGL 220	Studies in Genre	
ENGL 222	Poetry	
ENGL 226	Studies in Literary Traditions	
ENGL 230	Studies in United States Literature	
ENGL 236	Studies in World Literature	
ENGL 240	Shakespeare	
ENGL 250	Literary Foundations	
<b>Upper Division</b>		
ENGL 301	Introduction to Creative Writing	3
Intermediate and Advanced courses in a single genre		6
ENGL 381 & ENGL 401	Intermediate Poetry Writing and Advanced Poetry Writing	
OR		
ENGL 382 & ENGL 402	Intermediate Fiction Writing and Advanced Fiction Writing	
OR		
ENGL 383 & ENGL 403	Intermediate Creative Nonfiction Writing and Advanced Creative Nonfiction Writing	
Select 1 "crossover" course in a genre other than the student's specified genre from the following choices:		3
ENGL 381	Intermediate Poetry Writing	
ENGL 382	Intermediate Fiction Writing	
ENGL 383	Intermediate Creative Nonfiction Writing	
ENGL 385	Topics in Creative Writing	
ENGL 304	Advanced Composition	
THEA 365	Playwriting	
<b>Total Units</b>		<b>18</b>

## Education Recreation

The university offers a variety of educational recreation courses to students. One-half to one units of credit per semester is available to students for participating in recreation courses. A total not to exceed four recreation units is applicable toward graduation requirements. Courses may be repeated for credit. No more than two recreation courses may be taken in a semester. Courses may be taken on a pass/fail basis only.

Recreation courses cover the subject areas of aquatics, martial arts, dance, fitness, health/safety/wellness, leisure time activities, Mission Bay Aquatic Center

courses, recreation sports, and sports clubs. Specific classes are announced each semester. Go to Campus Recreation (<http://www.sandiego.edu/campusrecreation/>) for course descriptions. Courses may be repeated each semester. See also Intercollegiate Athletics (<http://www.usdtroreros.com/>).

**EDRC 100 | SCUBA DIVING****Units: 0.5-1****EDRC 101 | SWIMMING CONDITIONING****Units: 0.5****EDRC 102 | WATER POLO COED****Units: 0.5****EDRC 103 | LIFEGUARDING/WATER SAFETY INSTRUCTOR****Units: 0.5****EDRC 104 | SWIMMING****Units: 0.5****EDRC 105 | ADAPTIVE AQUATICS/WATER FITNESS****Units: 0.5****EDRC 106 | SWIM TRAINING****Units: 0.5****EDRC 107 | MIXED MARTIAL ARTS****Units: 0.5****EDRC 108 | ESCRIMA****Units: 0.5****EDRC 109 | KENDO****Units: 0.5****EDRC 110 | KARATE****Units: 0.5****EDRC 111 | SELF DEFENSE****Units: 0.5****EDRC 112 | TAI KWON DO****Units: 0.5****EDRC 113 | TAI CHI****Units: 0.5****EDRC 114 | AIKEDO****Units: 0.5****EDRC 115 | JUDO****Units: 0.5****EDRC 116 | KUNG FU****Units: 0.5****EDRC 117 | JAPANESE SAMURAI MARTIAL ARTS****Units: 0.5****EDRC 118 | BRAZILIAN JIU-JITSU****Units: 0.5****EDRC 119 | MEXICAN DANCE****Units: 0.5-1****EDRC 120 | BALLET****Units: 0.5****EDRC 121 | BALLROOM DANCE****Units: 0.5****EDRC 122 | TAP****Units: 0.5****EDRC 123 | JAZZ BEGINNING****Units: 0.5**



**EDRC 124 | JAZZ/CONTEMPORARY DANCE****Units: 0.5****EDRC 125 | DANCE PERFORMANCE WORKSHOP/MUSICAL THEATRE DANCE****Units: 0.5-1****EDRC 126 | STRETCH AND YOGA FOR FLEXIBILITY AND RELAXATION****Units: 0.5****EDRC 127 | SALSA/TANGO****Units: 0.5-1****EDRC 128 | SWING DANCING/COUNTRY WESTERN DANCE/LATIN BALLROOM****Units: 0.5****EDRC 129 | POLYNESIAN DANCE/BELLY DANCING/HAWAIIAN DANCE****Units: 0.5****EDRC 130 | FITNESS WEIGHT TRAINING****Units: 0.5****EDRC 131 | POWER DEVELOPMENT FOR SPORTS PERFORMANCE****Units: 0.5****EDRC 132 | FITNESS HIP HOP/ZUMBA CARDIO DANCE****Units: 0.5****EDRC 133 | FITNESS BOXING****Units: 0.5****EDRC 134 | FITNESS AEROBICS/ABS AND TONING TRAINING****Units: 0.5****EDRC 135 | FITNESS POLYNESIAN AEROBICS****Units: 0.5****EDRC 136 | FITNESS PILATES/SCULPT****Units: 0.5****EDRC 137 | RUNNING FOR FUN AND FITNESS/BOOT CAMP****Units: 0.5****EDRC 138 | FITNESS TRIATHLON MULTI-LEVEL****Units: 0.5****EDRC 139 | FITNESS AQUA AEROBICS****Units: 0.5****EDRC 140 | CYCLING****Units: 0.5****EDRC 141 | MOUNTAIN BIKING MULTI-LEVEL****Units: 0.5****EDRC 142 | MEN'S CREW****Units: 0.5****EDRC 143 | FITNESS SPINNING****Units: 0.5****EDRC 144 | FITNESS 101****Units: 0.5****EDRC 145 | COMMUNITY SAFETY AND CPR****Units: 0.5****EDRC 146 | ADVANCED FIRST AID/CPR/AED/OXYGEN****Units: 0.5****EDRC 147 | FIRST AID RESPONDING TO EMERGENCIES****Units: 1****EDRC 148 | WELLNESS AND PERSONAL FITNESS/PRACTICE OF MINDFUL HAPPINESS/SPORTS AND NUTRITION****Units: 0.5****EDRC 149 | PERSONAL/GROUP/ATHLETIC/STRENGTH TRAINING PREP COURSES****Units: 0.5****EDRC 150 | HORSEMANSHIP ENGLISH****Units: 0.5****EDRC 151 | HORSEMANSHIP WESTERN****Units: 0.5****EDRC 152 | HORSE POLO****Units: 0.5****EDRC 153 | MASSAGE****Units: 0.5****EDRC 154 | YOGA****Units: 0.5****EDRC 155 | SAN DIEGO ATTRACTIONS****Units: 0.5****EDRC 156 | SAN DIEGO CULTURE****Units: 0.5****EDRC 157 | COOKING FOR FUN/AUTOMOTIVE BASICS****Units: 0.5****EDRC 159 | INFORMAL RECREATION****Units: 0.5 Repeatability: Yes (Can be repeated for Credit)**

Relax and have fun in this informal yet instructional "team lawn games" class that includes games such as corn hole, bocce ball, spike ball and more.

**EDRC 160 | BEGINNING ROCK CLIMBING/VERTICAL WORLD****Units: 0.5****EDRC 161 | BACKPACKING****Units: 0.5****EDRC 162 | KAYAKING****Units: 0.5****EDRC 163 | FISHING****Units: 0.5****EDRC 164 | SNOW SKIING****Units: 0.5****EDRC 165 | LEAVE NO TRACE****Units: 0.5****EDRC 166 | KAYAK/CANOE BASICS****Units: 0.5****EDRC 167 | CHALLENGE COURSE FACILITATION/NEW GUIDE DEVELOPMENT****Units: 0.5****EDRC 168 | SAN DIEGO OUTDOORS****Units: 0.5****EDRC 169 | FLOWBOARDING****Units: 0.5****EDRC 170 | SAILING BASIC TO ADVANCED****Units: 0.5-1****EDRC 171 | SURFING****Units: 0.5****EDRC 172 | WATER SKI MULTI-LEVEL****Units: 0.5**

**EDRC 173 | WAKEBOARDING****Units: 0.5****EDRC 174 | KAYAKING (SEA)****Units: 0.5****EDRC 175 | WIND SURFING****Units: 0.5****EDRC 176 | MBAC MULTI WATER SPORTS****Units: 0.5****EDRC 177 | STAND UP PADDLE BOARDING****Units: 0.5 Repeatability: Yes (Can be repeated for Credit)****EDRC 180 | ARCHERY****Units: 0.5****EDRC 181 | BADMINTON/BASKET BALL/VOLLEYBALL/SOCCER/  
BEACH VOLLEYBALL****Units: 0.5****EDRC 182 | GOLF****Units: 0.5-1****EDRC 183 | TENNIS****Units: 0.5****EDRC 184 | ICE SKATING****Units: 0.5****EDRC 185 | RACQUETBALL BEGINNING****Units: 0.5****EDRC 186 | BOWLING COED****Units: 0.5****EDRC 187 | FENCING FOIL I AND II****Units: 0.5****EDRC 188 | BASEBALL THEORY****Units: 0.5****EDRC 189 | SPORTS OFFICIATING****Units: 0.5****EDRC 190 | CLUB SOCCER/RUGBY TEAM****Units: 0.5****EDRC 191 | CLUB LACROSSE TEAM****Units: 0.5****EDRC 192 | CLUB VOLLEYBALL TEAM****Units: 0.5****EDRC 193 | CLUB TEAM I****Units: 0.5****EDRC 194 | CLUB SURF TEAM****Units: 0.5****EDRC 195 | CLUB WATER POLO****Units: 0.5****EDRC 196 | CLUB EQUESTRIAN/ROLLER HOCKEY CLUB****Units: 0.5****EDRC 197 | RECREATION ACTIVITIES - VARIOUS****Units: 0.5****EDRC 198 | CLUB ACTIVITIES II****Units: 0.5-1**

## English

### Chair

Atreyee Phukan, PhD

### Faculty

Malachi Black, PhD

Dennis M. Clausen, PhD

Halina Duraj, PhD

Carlton D. Floyd, PhD

Maura Giles-Watson, PhD

Mary Hotz, RSCJ, PhD

Koonyong Kim, PhD

Marcelle Maese, PhD

Joseph McGowan, PhD

Brad Melekian, MFA

Ivan Ortiz, PhD

Fred Miller Robinson, PhD

Abraham Stoll, PhD

Stefan Vander Elst, PhD

Irene Williams, PhD

Why Major in English? Why not?—if you love to read, write and think critically and imaginatively. As a major in the University of San Diego's English Department, you will have the opportunity to explore a wide range of genres—poems, plays, novels, essays, letters, films and new media—from a variety of historical contexts, medieval to contemporary, illuminated by timely theoretical and philosophical questions. Early in your major, you are invited to study literary texts that serve as a foundation for various traditions and cultures and to hone critical reading and writing skills necessary for success at the upper-division level. There, through expansive offerings in creative writing, literary histories, cultures and theories, you explore and discover the complexities of the human experience and come to appreciate the power of language to shape thought.

Frightened to pursue the impractical? Think again. Your practical skills of close reading and analysis, your clear writing, your sense of narrative and the power of argument, your creativity, and your capacity to communicate effectively will make you an attractive candidate for a number of positions. The English major develops proficiencies of considerable value to employers, from business, communications, politics, public service and education. It also prepares you for graduate work in a range of fields, including law and business. Lessons learned and fostered in the English major will serve you well throughout your personal and professional lives.

### Preparation for the Major

Code	Title	Units
<b>Lower-Division</b>		
ENGL 250 or ENGL 222	Literary Foundations Poetry	3

ENGL 260	Critical Reading	3
Select 6 units from the following:		6
ENGL 220	Studies in Genre	
ENGL 226	Studies in Literary Traditions	
ENGL 230	Studies in United States Literature	
ENGL 236	Studies in World Literature	
ENGL 240	Shakespeare	
<b>Total Units</b>		<b>12</b>

## Major Requirements

Students majoring in English must satisfy the core curriculum requirements as set forth in this course catalog and complete all major requirements as presented in the following schedule:

Code	Title	Units
<b>Upper-Division<sup>1</sup></b>		
ENGL 410	Advanced Writing in the English Major	3
Literary Histories - Select two of the following courses:		6
ENGL 311	Genres and Traditions	
ENGL 315	Literary Periods	
ENGL 319	Topics in Literary Histories	
Literary Cultures and Theories - Select two of the following courses:		6
ENGL 321	Literature of Race, Gender and Sexuality	
ENGL 323	Perspectives on US Society	
ENGL 325	Literary Theory	
ENGL 329	Topics in Literary Cultures and Theories	
Upper-Division Electives (18 units, including at least two Literature courses)		
Upper-Division Literature courses <sup>2</sup>		6
Additional Upper-Division electives <sup>3</sup>		12
<b>Total Units</b>		<b>33</b>

<sup>1</sup> The department recommends that majors and minors complete the lower-division Literary Foundations and Critical Readings requirement before beginning upper-division work. We also recommend that the Advanced Writing course be taken in the junior year.

<sup>2</sup> Literature courses include ENGL 300, ENGL 311, ENGL 315, ENGL 319, ENGL 321, ENGL 323, ENGL 325, ENGL 329, ENGL 330, ENGL 331, ENGL 333, ENGL 335, ENGL 337, ENGL 338, ENGL 340, ENGL 341, ENGL 342, ENGL 343, ENGL 344, ENGL 348, ENGL 352, ENGL 355, ENGL 356, ENGL 357, ENGL 358, ENGL 359, ENGL 360, ENGL 362, ENGL 364, ENGL 366, ENGL 367, ENGL 368, ENGL 370, ENGL 372, ENGL 374, ENGL 377, ENGL 420, ENGL 495.

<sup>3</sup> Additional upper-division electives may be fulfilled with any literature course or creative writing course. Up to six units may be Southeast San Diego Tutoring Program (ENGL 492), Writing Center Tutors (ENGL 493), or Internship (ENGL 498).

## The Emphasis in Creative Writing

The creative writing emphasis in poetry, fiction or creative non-fiction builds upon the foundation established in ENGL 301 and prepares students for courses in the genre they choose to explore. More specifically, the creative writing courses help students realize the daily discipline, diligence, and concentrated attention required of the serious writer. They promote writing as an art, craft, and ultimately a vocation—one not to be entered into lightly. All students who continue from the

introductory to intermediate and advanced levels also become more discerning readers.

Code	Title	Units
Emphasis Requirement		
ENGL 301	Introduction to Creative Writing	3
Intermediate and Advanced courses in a single genre		6
ENGL 381 & ENGL 401	Intermediate Poetry Writing and Advanced Poetry Writing	
OR		
ENGL 382 & ENGL 402	Intermediate Fiction Writing and Advanced Fiction Writing	
OR		
ENGL 383 & ENGL 403	Intermediate Creative Nonfiction Writing and Advanced Creative Nonfiction Writing	
Select 1 "crossover" course in a genre other than the student's specified genre from the following choices:		3
ENGL 381	Intermediate Poetry Writing	
ENGL 382	Intermediate Fiction Writing	
ENGL 383	Intermediate Creative Nonfiction Writing	
ENGL 385	Topics in Creative Writing	
ENGL 304	Advanced Composition	
THEA 365	Playwriting	
<b>Total Units</b>		<b>12</b>

## Recommended Program of Study

Fulfill the lower-division requirements in your first and second years. The lower-division introduces you to foundational works (ENGL 250 or ENGL 222) and to critical approaches (ENGL 260), and allows you to explore among electives. In the upper-division, it is recommended that you take ENGL 410 early on, as preparation for advanced work. You will study Literary Histories and Literary Cultures and Theories, and in the rest of your upper-division studies you may pursue your interests among a variety of literature courses, creative writing courses, and internships and research opportunities. All students should consider taking the English capstone, Senior Project.

Distributional requirements can also be fulfilled by certain sections of ENGL 494. See the department chair.

## Upper-Division Electives

English majors take a total of 18 units of upper-division electives. Any course in the 300s or 400s counts as an elective - students are encouraged to explore. In the Creative Writing Emphasis, 12 units will be in creative writing, and the remaining six units must be in literature courses (see list above). Majors may take a maximum of six units in tutoring and internships (ENGL 492, ENGL 493, ENGL 498).

## Advanced Writing Courses

All English majors must take ENGL 410, which fulfills the core requirement for Advanced Writing. Majors may not fulfill the Core Advanced Writing requirement with ENGL 304, although they may take this course as an upper-division elective.

## The English Minor

### Minor Requirements (18 units)

Code	Title	Units
<b>Lower Division</b>		
ENGL 260	Critical Reading	3
Select one Lower-Division Elective Course		3
ENGL 220	Studies in Genre	
ENGL 226	Studies in Literary Traditions	
ENGL 230	Studies in United States Literature	
ENGL 236	Studies in World Literature	
ENGL 240	Shakespeare	
ENGL 250	Literary Foundations	
<b>Upper Division</b>		
Select one upper-division Literary Histories or Literary Cultures and Theories course		3
ENGL 311	Genres and Traditions	
ENGL 315	Literary Periods	
ENGL 319	Topics in Literary Histories	
ENGL 321	Literature of Race, Gender and Sexuality	
ENGL 325	Literary Theory	
ENGL 329	Topics in Literary Cultures and Theories	
Upper-Division Electives (nine units, including at least one Literature course)		
Upper-Division Literature course <sup>1</sup>		3
Additional Upper-Division Electives <sup>2</sup>		6

<sup>1</sup> Literature courses include ENGL 300, ENGL 311, ENGL 315, ENGL 319, ENGL 321, ENGL 325, ENGL 329, ENGL 330, ENGL 331, ENGL 333, ENGL 335, ENGL 337, ENGL 338, ENGL 340, ENGL 341, ENGL 342, ENGL 343, ENGL 344, ENGL 348, ENGL 352, ENGL 355, ENGL 356, ENGL 357, ENGL 358, ENGL 359, ENGL 360, ENGL 362, ENGL 364, ENGL 366, ENGL 367, ENGL 368, ENGL 370, ENGL 372, ENGL 374, ENGL 377, ENGL 420, ENGL 495.

<sup>2</sup> Additional Upper-Division Electives may be fulfilled with any literature course or creative writing course. Up to 3 units may be Southeast San Diego Tutoring Program (ENGL 492), Writing Center Tutors (ENGL 493), or Internship (ENGL 498).

## The Creative Writing Minor

### Minor Requirements (18 units)

Code	Title	Units
<b>Lower Division</b>		
ENGL 260	Critical Reading	3
Choose one lower-division course from the following:		3
ENGL 220	Studies in Genre	
ENGL 222	Poetry	
ENGL 226	Studies in Literary Traditions	
ENGL 230	Studies in United States Literature	
ENGL 236	Studies in World Literature	
ENGL 240	Shakespeare	
ENGL 250	Literary Foundations	
<b>Upper Division</b>		
ENGL 301	Introduction to Creative Writing	3
Intermediate and Advanced courses in a single genre		6

ENGL 381 & ENGL 401	Intermediate Poetry Writing and Advanced Poetry Writing
OR	
ENGL 382 & ENGL 402	Intermediate Fiction Writing and Advanced Fiction Writing
OR	
ENGL 383 & ENGL 403	Intermediate Creative Nonfiction Writing and Advanced Creative Nonfiction Writing
Select 1 "crossover" course in a genre other than the student's specified genre from the following choices:	
ENGL 381	Intermediate Poetry Writing
ENGL 382	Intermediate Fiction Writing
ENGL 383	Intermediate Creative Nonfiction Writing
ENGL 385	Topics in Creative Writing
ENGL 304	Advanced Composition
THEA 365	Playwriting
<b>Total Units</b>	

### ENGL 110 | INTRODUCTION TO COLLEGE WRITING FOR ESL STUDENTS

**Units: 3 Repeatability: No**

A writing workshop designed for non-native speakers of English to prepare them to take ENGL 121. Instruction in the fundamentals of various modes of written expression, including English grammar, sentence structure, understanding the importance of audience, editing and revision. Readings selected from non-fictional prose works and film documentaries. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

### ENGL 115 | INTRODUCTION TO COLLEGE WRITING

**Units: 3 Repeatability: No**

A writing workshop to prepare students to take ENGL 121. Instruction in the fundamentals of various modes of written expression, including sentence work, understanding the importance of audience, editing, and revision. Readings from non-fictional prose works. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

### ENGL 121 | COMPOSITION AND LITERATURE

**Units: 3 Repeatability: No**

Fulfills the core curriculum requirement in lower division written literacy, and should be taken within the first four semesters. Practice in developing skills of close observation, investigation, critical analysis, and informed judgment in response to literary texts. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

### ENGL 215 | CHILDREN'S LITERATURE

**Units: 3 Repeatability: No**

**Core Attributes: Literary Inquiry area**

Reserved for students in credential programs. Literary and popular texts produced for children. Emphasis on analysis of how children's texts construct gender, sex, race, class, family structure, power relations, and violence, for example. Includes phonemic awareness, word analysis, and field experience.

### ENGL 220 | STUDIES IN GENRE

**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

**Core Attributes: Literary Inquiry area**

Readings in a type of literature, ranging through periods and nationalities. May include drama, narrative, epic, tragedy, comedy, biography, autobiography, or others. Every semester.



**ENGL 222 | POETRY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

An introduction to the study of poetry. Readings include a variety of poetic forms and range across literary periods and nationalities. Every semester.

**ENGL 225 | STUDIES IN UNITED STATES LITERATURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Diversity-Pre F17 CORE**

Readings in some period or aspect of the literature of the United States, including that of underrepresented groups. Every semester.

**ENGL 226 | STUDIES IN LITERARY TRADITIONS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area**

Readings in a particular body of literature, which may be defined formally, topically, ethnically, or otherwise, as it develops over a period of time. Every semester.

**ENGL 228 | STUDIES IN WORLD LITERATURE****Units: 3-4 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Readings in some period or aspect of literature outside England and the United States. Works not originally in English will be read in translation. Every semester.

**ENGL 230 | STUDIES IN UNITED STATES LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Domestic Diversity level 1**

Readings in some period or aspect of the literature of the United States, including that of underrepresented groups. Every semester.

**ENGL 236 | STUDIES IN WORLD LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area**

Readings in some period or aspect of literature outside England and the United States. Works not originally in English will be read in translation. Every semester.

**ENGL 240 | SHAKESPEARE****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area**

Studies in the plays and poems of William Shakespeare, including the major genres (tragedies, comedies, histories, and romances). Every semester.

**ENGL 244 | THE ALCALÁ REVIEW****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

The Alcalá Review is USD's premier publication venue for undergraduate creative work in poetry, fiction, nonfiction, photography, art, and beyond. This course introduces students to the history of literary and art journals. And through a practical engagement with the arts at USD and with journal publishing, it prepares them, if they choose, to become contributors to The Alcalá Review.

**ENGL 250 | LITERARY FOUNDATIONS****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Focuses on texts that have provided a foundation for literature written in English and have a current presence in literary studies. Topics might include the Bible, British Literature to 1800, Ovid, Dante, etc.

**ENGL 260 | CRITICAL READING****Units: 3 Repeatability: No**

Focuses on developing skills essential to the major or minor, including close reading, contextualized study via basic criticism and theory, literary devices and genres (at least 2), and fundamentals of literary research. Enrollment restricted to English majors and minors only.

**ENGL 292 | SOUTHEAST SAN DIEGO TUTORING PROGRAM****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Practical experience tutoring students in low-income schools, grades K-8. Open to all USD students, regardless of major. Offered every semester for one to three units.

**ENGL 294 | SPECIAL TOPICS****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Lower division courses that treat a special topic, genre, or author. See departmental list of offerings each semester.

**ENGL 298 | INTERNSHIP****Units: 1-3****Non-Core Attributes: Experiential**

Practical experience tutoring students in low-income schools, grades K-8. Open to all USD students, regardless of major. Offered for one to three units of upper or lower division credit. Every semester.

**ENGL 300 | BRITISH LITERATURE TO 1800****Units: 3**

This course presents a survey of English literature from the seventh century (Caedmon) to 1800, including texts representative of the Old English and Medieval periods, the Renaissance, and the 18th century. Topics will include the evolution of the language and the development of literary/poetic form as well as historical and cultural contexts. Texts and writers usually include Beowulf, Chaucer, Spenser, Shakespeare, Donne, Milton, Pope, Swift, and others. Every semester.

**ENGL 301 | INTRODUCTION TO CREATIVE WRITING****Units: 3 Repeatability: No**

A workshop on imaginative writing, with examples drawn from literature.

**ENGL 304 | ADVANCED COMPOSITION****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, First Yr Integration (LC Only)**

A workshop course in the writing of expository, descriptive, and critical prose. This course is designed to fulfill the upper division written literacy requirement for non-English majors; it will fulfill an upper division elective for English majors. Every semester. Students may not receive credit for both ENGL 304 and ENGL 304W.

**ENGL 311 | GENRES AND TRADITIONS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Focuses on a literary genre or tradition within a historical or developmental context. Emphasis on literature across time and foundational texts in conversation with contemporary works; attention given to diversity.

**ENGL 315 | LITERARY PERIODS****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Focuses on literary periods and movements. Emphasis on: literature across time; literature in historical contexts; foundational texts in conversation with past or contemporary works. Attention given to diversity.

**ENGL 319 | TOPICS IN LITERARY HISTORIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Treats a special topic or theme within literary history.

**ENGL 321 | LITERATURE OF RACE, GENDER AND SEXUALITY****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Focuses on ways of reading literature, cultural formation and theory with a focus on race, gender and/or sexuality. Will include close reading, contextualized study via basic criticism and theory, and literary devices. Will include at least two genres.

**ENGL 323 | PERSPECTIVES ON US SOCIETY****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Domestic Diversity level 2**

Focuses on ways of understanding society in the United States, as formed by cultural and literary texts. Attention to the dynamics of race, ethnicity, gender, sexuality, disability, and other critical forms of diversity.

**ENGL 325 | LITERARY THEORY****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Investigation of the values and assumptions that inform literature and literary criticism through readings in important theorists.

**ENGL 329 | TOPICS IN LITERARY CULTURES AND THEORIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

A special topic that focuses on ways of reading literature, cultural formations, and literary theories. Includes close reading, contextualized study via basic criticism and theory, literary devices. Includes at least two genres.

**ENGL 330 | DANTE****Units: 3 Repeatability: No**

Dante's *Divine Comedy*, *Vita Nuova*, and selected other works in their literary and historical contexts. Texts will be read in English translation.

**ENGL 331 | MEDIEVAL STUDIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

This course considers literary texts composed from late antiquity through to the 15th century that may be drawn from European and other traditions of the period (Persian, Arabic, Indian, Slavic, Chinese, others). The course may include such topics as: the Heroic age; the Arthurian cycle; the age of chivalry; the Crusades. Texts are generally read in translation. May be repeated when topic changes.

**ENGL 333 | CHAUCER****Units: 3 Repeatability: No**

The life and work of Geoffrey Chaucer, set in the historical and cultural context of late 14th-century England. The course gives particular attention to *The Canterbury Tales*, as well as to some of Chaucer's shorter poems. Readings will be in Middle English.

**ENGL 335 | RENAISSANCE DRAMA****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Studies in the English drama of the 16th and 17th centuries, focusing on such contemporaries of Shakespeare as Marlowe, Jonson, Webster, and others.

**ENGL 336 | EARLY NOVEL****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

A study of the novel as a literary art form from its origins to the mid-nineteenth century. Focus on the poetics of the novel as a literary genre; may include specialized concentration on the development of form, mode (e.g., epistolary) or a single writer. All novels will be in English or English translation.

**ENGL 337 | RENAISSANCE STUDIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Studies in the literature and culture of early-modern England. Readings may include poetry, drama, and prose, fiction and non-fiction.

**ENGL 338 | MILTON****Units: 3 Repeatability: No**

Studies in the poetry and prose of John Milton, with emphasis on *Paradise Lost*.

**ENGL 340 | RESTORATION STUDIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Studies in British literature written between 1640 and 1700. A multi-genre course that may include male and female writers such as Phillips, Milton, Behn, Congreve, Wycherley, Dryden, Pepys, Astell and others. Readings are grounded in the social, intellectual, political, and cultural history of the period.

**ENGL 341 | EIGHTEENTH CENTURY STUDIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area**

Studies in British and American literature written between 1680 and 1820. A multi-genre course that may include male and female writers such as Pope, Swift, Haywood, Montagu, Franklin, Johnson, Burney, Jefferson, Burney, Wheatley, Cowper, Burke, Radcliffe. Readings are grounded in the social, intellectual, political and cultural history of the period.

**ENGL 342 | ROMANTICISM****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Poetry and prose of first- and second-generation Romantic writers. May include Blake, the Wordsworths, Coleridge, Byron, the Shelleys, and Keats, as well as European and American Romantic writers.

**ENGL 343 | EARLY NOVEL****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

A study of the novel as a literary art form from its origins to the mid-nineteenth century. Focus on the poetics of the novel as a literary genre; may include specialized concentration on the development of form, mode (e.g., epistolary) or a single writer. All novels will be in English or English translation.

**ENGL 344 | VICTORIAN STUDIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Poetry and prose of the Victorian period. May include works by Carlyle, Tennyson, the Brownings, the Pre-Raphaelites, Arnold, Wilde, Ruskin, Newman, Mill, and letters, journals, and diaries of the period.

**ENGL 348 | NINETEENTH CENTURY NOVEL****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Readings in Austen, Dickens, the Brontës, George Eliot, Hardy, Conrad, and others. May also include letters, essays, and verse of the period.

**ENGL 352 | UNITED STATES LITERATURE TO 1900****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Readings will include works by Bradstreet, Hawthorne, Cooper, Poe, Twain, Dickinson, James, Whitman, Melville, and others.

**ENGL 355 | EARLY UNITED STATES LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Readings may include works by Franklin, Poe, Dickinson, Melville, Hawthorne, Fuller, Douglass, Emerson, Peabody, Thoreau, Whitman, or others.

**ENGL 356 | UNITED STATES FICTION 1900-1940****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Readings will include works by Crane, Robinson, Dreiser, Wharton, James, Cather, Frost, Fitzgerald, Hemingway, and others.

**ENGL 357 | MODERN UNITED STATES LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Readings may include works by James, Adams, Gilman, DuBois, Stein, Wright, W.C. Williams, T. Williams, Baldwin, Rich, Sexton, Lorde, Faulkner, Fitzgerald, Ginsberg, Stevens, or others.

**ENGL 358 | UNITED STATES ETHNIC LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Domestic Diversity level 1**

Studies in African-American, Asian-American/Pacific Islander, Chicano/Latino, and Native-American literatures. May be taught from a comparatist perspective and include other U.S. ethnic groups. Historical, political, and cultural material may be provided as context.

**ENGL 359 | MODERN UNITED STATES FICTION****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Major works in relation to issues in 20th-century U.S. literature and culture.

May include novels or short stories by Wharton, Stein, Hemingway, Faulkner, Fitzgerald, Wright, Morrison, or others.

**ENGL 360 | MODERN AND CONTEMPORARY POETRY****Units: 3 Repeatability: No**

A selection of poets from early modernists to the present. May include works by Yeats, Stein, Eliot, Stevens, Hughes, Brooks, Rukeyser, Sexton, Yau, or others.

**ENGL 362 | MODERN AND CONTEMPORARY DRAMA****Units: 3 Repeatability: No**

A study of selected plays from the past 125 years. Playwrights may include Ibsen, Chekhov, Shaw, Brecht, O'Neill, Churchill, Mamet, August Wilson, or others.

**ENGL 363 | GLOBAL STUDIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Global Diversity level 1**

Studies in literatures from across the globe, with a focus on political and social contexts.

**ENGL 364 | GLOBAL LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Global Diversity level 2**

Engaging with issues of diversity and social justice in a global context, this course examines literature and other cultural forms and media from various geographic regions, including Africa, South Asia, the Asia-Pacific, Latin America, and the Caribbean.

**ENGL 366 | MODERN AND CONTEMPORARY EUROPEAN LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Readings may include works in translation by Chekhov, Dostoevsky, Kafka, Colette, Tsvetayeva, Camus, Levi, Duras, Handke, Bernhard, Perec, Jelinek, Drndic or others.

**ENGL 367 | LONDON PLAYS IN PRODUCTION****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Literary Inquiry area**

ENGL 367/THEA 367 is an interdisciplinary course taught in London by one faculty member from English and one from Theatre. It will introduce students to the wide diversity of London theatre in what is arguably the theatre capital of the English-speaking world. Students will read a variety of scripts and see a range of productions in an assortment of venues. In addition, students will participate in field trips designed to provide background, history and context for their theatre experience. Class discussion, two essays, field trips, the integrative core project and the final exam will underscore the interdisciplinary and integrative focus of our study. Students enrolled in ENGL 367 will satisfy core requirements for Literary Inquiry and Advanced Integration. Students enrolled in THEA 367 will satisfy core requirements for Artistic Inquiry and Advanced Integration.

**ENGL 368 | MODERN AND CONTEMPORARY BRITISH LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Major works in relation to issues in 20th-century British literature and culture. Writers may include Conrad, Lawrence, Joyce, Forster, Woolf, Shaw, Auden, Lessing, or others.

**ENGL 370 | MODERN AND CONTEMPORARY FICTION****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Studies in selected works of recent fiction from around the world.

**ENGL 372 | FILM STUDIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area**

Aspects of film as narrative are considered. Topics may include film genres (the silents and early talkies, historical dramas, film noir, cinéma vérité), cinematic adaptation of literary texts, film theory, and the history of film.

**ENGL 374 | GENDER AND LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Studies in the social and cultural construction of gender in literature and literary theory, as well as the impact of gender on the formation of literary canons.

**ENGL 375 | INTRODUCTION TO CREATIVE WRITING****Units: 3**

A workshop on imaginative writing, with examples drawn from literature.

**ENGL 377 | DEVELOPMENT OF THE ENGLISH LANGUAGE****Units: 3 Repeatability: No**

Studies in the phonology, morphology, syntax, semantics, and pragmatics of the English language; synchronic and diachronic variation; current theories of the grammar of English; theories of language acquisition and contact. Required of teacher credential candidates.

**ENGL 381 | INTERMEDIATE POETRY WRITING****Units: 3 Repeatability: No**

Prerequisites: ENGL 301

Workshop in poetry writing with examples drawn from literature.

**ENGL 382 | INTERMEDIATE FICTION WRITING****Units: 3 Repeatability: No**

Prerequisites: ENGL 301

Workshop in fiction writing, especially the short story, with examples drawn from literature.

**ENGL 383 | INTERMEDIATE CREATIVE NONFICTION WRITING****Units: 3 Repeatability: No**

Prerequisites: ENGL 301

Workshop in creative nonfiction writing, with examples drawn from literature.

**ENGL 385 | TOPICS IN CREATIVE WRITING****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ENGL 301

Workshop discussion and analysis of student poetry, fiction, or drama (including screenwriting).

**ENGL 397 | ADVANCED INTEGRATION IN ENGLISH****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced Integration****Non-Core Attributes: Undergraduate Research**

Cross-listed, inter-disciplinary team-taught offerings that are approved as INST courses and treat a special topic, genre, or author. See departmental list of course offerings each semester.

**ENGL 401 | ADVANCED POETRY WRITING****Units: 3 Repeatability: No**

Prerequisites: ENGL 381

Investigates and hones the craft of poetry.

**ENGL 402 | ADVANCED FICTION WRITING****Units: 3 Repeatability: No**

Prerequisites: ENGL 382

Workshop to discuss recently published short fiction and students' stories.

**ENGL 403 | ADVANCED CREATIVE NONFICTION WRITING****Units: 3 Repeatability: No**

Prerequisites: ENGL 383

Workshop to discuss published creative nonfiction writing and students' own work.

**ENGL 410 | ADVANCED WRITING IN THE ENGLISH MAJOR****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced writing competency**

Prerequisites: ENGL 260

Fulfills the Core requirement for Advanced Writing, with attention to the literary and scholarly skills needed in the English Major. Students practice all phases of writing, including research, invention, drafting, revision and editing. Topics vary. Required for English Majors.

**ENGL 420 | ADVANCED STUDIES IN SHAKESPEARE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ENGL 240 (Can be taken Concurrently)

Further study of some aspect of Shakespeare's work: particular plays, genres, themes, etc. Topic varies. Spring semester.

**ENGL 492 | SOUTHEAST SAN DIEGO TUTORING PROGRAM****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Practical experience tutoring students in low-income schools, grades K-8. Open to all USD students, regardless of major. Offered every semester for one to three units.

**ENGL 493 | WRITING CENTER TUTORS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Theory and practice for Writing Center tutors. Consent of Writing Center director required. Every semester.

**ENGL 494 | SPECIAL TOPICS****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Courses that treat a special topic, genre, or author. See departmental list of course offerings each semester.

**ENGL 495 | SENIOR PROJECT****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ENGL 260

A capstone course designed to help seniors produce an original research project. Addresses research methods, critical thinking, and writing process. Recommended for students planning on graduate work.

**ENGL 496 | RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students participate in ongoing research projects and publications, under the guidance of English faculty. Current projects include: The Tudor Plays Project and The Alcalá Review. See faculty for more information.

**ENGL 497 | SENIOR PROJECT WITH ADVANCED INTEGRATION****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced Integration**

A capstone course designed to help seniors produce an original research project. Addresses interdisciplinary research methods, critical thinking, and writing process. Recommended for students planning on graduate work.

**ENGL 498 | INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Internship opportunities in the workplace or community involving writing or reading may taken for credit, with the oversight of English faculty. For more information, and for assistance finding an internship, see the English Department website.

**ENGL 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Arranged with the consent of a faculty advisor and the department chair. Restricted to upper division English majors or students who have completed at least one upper division literature course.

## Creative Writing

### The Creative Writing Minor

#### Minor Requirements (18 units)

Code	Title	Units
<b>Lower Division</b>		
ENGL 260	Critical Reading	3
Choose one lower-division course from the following:		3
ENGL 220	Studies in Genre	
ENGL 222	Poetry	
ENGL 226	Studies in Literary Traditions	
ENGL 230	Studies in United States Literature	
ENGL 236	Studies in World Literature	
ENGL 240	Shakespeare	
ENGL 250	Literary Foundations	
<b>Upper Division</b>		
ENGL 301	Introduction to Creative Writing	3
Intermediate and Advanced courses in a single genre		6
ENGL 381 & ENGL 401	Intermediate Poetry Writing and Advanced Poetry Writing	
OR		
ENGL 382 & ENGL 402	Intermediate Fiction Writing and Advanced Fiction Writing	
OR		
ENGL 383 & ENGL 403	Intermediate Creative Nonfiction Writing and Advanced Creative Nonfiction Writing	
Select 1 "crossover" course in a genre other than the student's specified genre from the following choices:		3
ENGL 381	Intermediate Poetry Writing	
ENGL 382	Intermediate Fiction Writing	
ENGL 383	Intermediate Creative Nonfiction Writing	
ENGL 385	Topics in Creative Writing	
ENGL 304	Advanced Composition	
THEA 365	Playwriting	
<b>Total Units</b>		<b>18</b>

## Environmental and Ocean Sciences

### Chair

Sarah C. Gray, PhD

### Faculty

Elizabeth D. Baker Treloar, MS

Michel A. Boudrias, PhD

Eric Cathcart, MS

Ronald S. Kaufmann, PhD

Andrew Nosal, PhD

Bethany O'Shea, PhD



Jennifer C. Prairie, PhD

Nathalie B. Reynolds, PhD

Steven P. Searcy, PhD

Drew M. Talley, PhD

Suzanne C. Walther, PhD

Zhi-Yong Yin, PhD

## Affiliated Faculty

Julia Miller Cantzler, JD, PhD, Sociology

Hugh I. Ellis, PhD, Biology

Mary Sue Lowery, PhD, Biology

Andrew Tirrell, JD, MALD, PhD, Political Science and International Relations

Mark Woods, PhD, Philosophy

## Introduction

The environmental and ocean sciences major, offered by the Department of Environmental and Ocean Sciences, is intended for students interested in the natural world, with three distinct pathways that focus on marine ecology, environmental sciences or environmental studies. All pathways are designed with an interdisciplinary approach, either within the natural sciences (marine ecology and environmental science pathways) or across the natural sciences, social sciences and humanities (environmental studies pathway). The curriculum trains students to apply the scientific method to study critical environmental issues while promoting ethical judgment and behavior as it relates to the scientific process, environmental awareness, and the role humans play within the dynamic earth system. The environmental and ocean sciences major offers students intellectually challenging conceptual training coupled with practical hands-on experience in the field and lab to prepare them for graduate school and diverse environmental career opportunities.

## Structure

The environmental and ocean sciences major offers a common preparatory curriculum for all three pathways, designed to prepare students for both the core upper division environmental science classes and the suite of electives they will take as part of the major. Several of the courses in the preparation for the major satisfy core curriculum requirements. Following the common preparatory courses, all students take two gateway courses into the major: a) an in-depth analysis of contemporary environmental issues, and b) an introduction to field and research applications, in which students conduct interdisciplinary marine research in local ecosystems. During the junior and senior years, students take courses in one of three pathways and complete a capstone experience involving undergraduate research with faculty or experiential internships that culminate in a presentation of their findings. Faculty-student research collaborations may involve summer research programs, local or international field work, and the opportunity to participate in professional conferences or publications. In addition to research with faculty, certain courses offered through study abroad programs (such as the School for Field Studies or the Sea Education Association) may satisfy some requirements of the major, including the experiential portion of the capstone.

## Pathways

Depending on their interests and goals, environmental and ocean sciences majors choose one of three pathways: marine ecology (which includes a biology minor),

environmental science, or environmental studies. Students are encouraged to select an advisor as soon as possible. A list of advisors is available from the chair of the Department of Environmental and Ocean Sciences.

The marine ecology and environmental science pathways provide students with a rigorous science-based curriculum that is intended to prepare them to go on to either graduate studies or directly into any area in the rapidly developing industries related to environmental issues facing the world today. The marine ecology pathway requires a biology minor, which provides additional breadth and depth in aspects of biology that complement the ecology and marine focus of the major. The environmental studies pathway is intended to provide students with a background in the natural sciences balanced by breadth in the social sciences and humanities. Students majoring in environmental studies will be well prepared to pursue graduate studies in environmental science, environmental policy, resource management, or law, or careers in a range of businesses and government agencies that deal with environmental assessment, planning, development and sustainability.

## Marine Ecology Pathway

Code	Title	Units
<b>Prep for Major (35 units)</b>		
EOSC 123	Organisms and Ecosystems	4
EOSC 110	Introduction to Geosciences	4
or EOSC 104 & 104L	Natural Disasters and Natural Disasters Lab	
or EOSC 105	Natural Disasters with Lab	
EOSC 220	Introduction to Atmospheric and Ocean Sciences	4
EOSC 222	Environmental Data Analysis	3
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4-5
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
MATH 150	Calculus I	4
PHYS 136 & 136L	General Physics I and General Physics I Lab	4
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	4

Additional recommended courses for students going to graduate school include: MATH 151, PHYS 137/PHYS 137L and CHEM 302/CHEM 302L

Code	Title	Units
<b>Upper Division Core (11 units)</b>		
EOSC 300	Environmental Issues	3
or EOSC 303	Environmental Issues Abroad	
EOSC 301	Research Applications in Environmental and Ocean Sciences	4
<b>Capstone</b>		
EOSC 495	Senior Seminar	1
At least two units from:		2
EOSC 496	Research	
EOSC 498	Internship	
EOSC 499	Independent Study	
EOSC 492	Advanced Research Synthesis	1
<b>Upper Division Electives (14-16 units)</b>		

Choose four courses: one from the Geo/Physical group and the other three from the EOSC Biological group, with at least one ecology course. At least two of the four courses must include labs. One of the EOSC biological electives can be interdisciplinary between biological and geo/physical or non-science topics.

#### **EOSC Biological Courses:**

EOSC 350	Invertebrate Zoology <sup>#</sup>	4
EOSC 400	Topics in Ecology <sup>*</sup>	3-4
EOSC 401	Topics in Environmental Biology	3-4
EOSC 430	Human Impacts on the Coastal Environment with Lab <sup>**</sup>	4
EOSC 431	Human Impacts on the Coastal Environment <sup>*</sup>	3
EOSC 433	Plankton Ecology <sup>**</sup>	4
EOSC 434	Wetlands Ecology with Lab <sup>**</sup>	4
EOSC 435	Wetlands Ecology <sup>*</sup>	3
EOSC 436	Marine Community Ecology with Lab <sup>**</sup>	4
EOSC 437	Marine Community Ecology <sup>*</sup>	3
EOSC 438	Animal Behavioral Ecology with Lab <sup>**</sup>	4
EOSC 439	Animal Behavioral Ecology <sup>*</sup>	3
EOSC 440	Mathematical Modeling in Ecology <sup>**</sup>	4
EOSC 451	Biological Oceanography <sup>**</sup>	4
EOSC 462	Biology of Fishes <sup>#</sup>	4
EOSC 465	Marine Mammals	3

#### **Geo/Physical Courses:**

EOSC 402	Topics in Marine Geo/Physical/Chemical Science	3-4
EOSC 420	Introduction to Remote Sensing <sup>#</sup>	4
EOSC 450	Geological Oceanography <sup>#</sup>	4
EOSC 452	Environmental and Ocean Geochemistry <sup>#</sup>	4
EOSC 473	Climatology <sup>#</sup>	4

#### **Interdisciplinary Courses with Biological Component:**

EOSC 405	Topics in Interdisciplinary Environmental Biology/ Studies	3-4
EOSC 406	Topics in Interdisciplinary Environmental Science	3-4

Or approved study abroad courses.

#### **A Biology minor is required for the Marine Ecology pathway (18 units):**

BIOL 240 & 240L	Bioenergetics and Systems and Bioenergetics and Systems Laboratory	4
BIOL 242 & 242L	Genomes and Evolution and Genomes and Evolution Laboratory	4
10 units of upper division Biology that must include:		10
BIOL 300	Genetics	
and/or		
BIOL 305	Ecology	

\* Ecology courses

# courses with lab

### **Upper Division units for Marine Ecology Pathway, 25-27 units**

**Total units for Marine Ecology Pathway, 60-62 units from EOSC major + additional 18 units for Biology Minor**

## **Recommended Program of Study for Marine Ecology Pathway**

### **First Year**

<b>Semester I</b>		<b>Units</b>
EOSC 123, 110, or 105	Organisms and Ecosystems Introduction to Geosciences Natural Disasters with Lab	4
CHEM 151 & 151L	General Chemistry I	4-5
MATH 150	Calculus I	4
CC or Electives		3-6
<b>Semester II</b>		
EOSC 110, 105, or 123	Introduction to Geosciences Natural Disasters with Lab Organisms and Ecosystems	4
CHEM 152 & 152L	General Chemistry II	4
CC or Electives		6-9

### **Second Year**

<b>Semester I</b>		
EOSC 220 or 222	Introduction to Atmospheric and Ocean Sciences Environmental Data Analysis	3-4
BIOL 240 & 240L	Bioenergetics and Systems	4
CHEM 301 & 301L	Organic Chemistry I	4
CC or Electives		3-6
<b>Semester II</b>		
EOSC 222 or 220	Environmental Data Analysis Introduction to Atmospheric and Ocean Sciences	3-4
BIOL 242 & 242L	Genomes and Evolution	4
PHYS 136 & 136L	General Physics I	4
CC or Electives		3-6

### **Junior Year**

<b>Semester I</b>		
EOSC 300	Environmental Issues	3
EOSC 301	Research Applications in Environmental and Ocean Sciences	4
BIOL 300 or 305	Genetics Ecology	3
EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		3-6

**Semester II**

Pathway Electives\*

EOSC 496, 498,  
or 499      Research  
Internship  
Independent Study

CC or Electives

**Senior Year****Semester I**

Pathway Elective\*

Upper Division Biology Course

EOSC 492      Advanced Research Synthesis

CC or Electives

**Semester II**

Pathway Electives\*

Upper Division Biology Course

EOSC 495      Senior Seminar

CC or Electives

\* For students enrolled in the BA/MS combined degree program, these courses can apply to both the BA and MS degree requirements (up to 12 units total), if chosen appropriately.

## Environmental Science Pathway

Code	Title	Units
<b>Prep for Major (31 units)</b>		
EOSC 110	Introduction to Geosciences	4
or EOSC 104 & 104L	Natural Disasters and Natural Disasters Lab	
or EOSC 105	Natural Disasters with Lab	
EOSC 123	Organisms and Ecosystems	4
EOSC 220	Introduction to Atmospheric and Ocean Sciences	4
EOSC 222	Environmental Data Analysis	3
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4-5
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
MATH 150	Calculus I	4
PHYS 136 & 136L	General Physics I and General Physics I Lab	4

Additional recommended courses for students going to graduate school include: MATH 151, PHYS 137/PHYS 137L, CHEM 301/ CHEM 301L and CHEM 302/CHEM 302L.

Code	Title	Units
<b>Upper Division Core (15 units)</b>		
EOSC 300	Environmental Issues	3
or EOSC 303	Environmental Issues Abroad	
EOSC 301	Research Applications in Environmental and Ocean Sciences	4
EOSC 314	Introduction to Maps and Spatial Data Analysis	4
<b>Capstone</b>		
EOSC 495	Senior Seminar	1
At least two units from:		2
EOSC 496	Research	

EOSC 498	Internship	
EOSC 499	Independent Study	
EOSC 492	Advanced Research Synthesis	1

**Upper Division Electives (11-12 units)**

Choose three courses: One from the Ecological group and the other two from the Geo/Physical group. At least two of the three courses must include labs. One of the geo/physical electives can be interdisciplinary between geo/physical and biological or non-science topics. No more than one of the geo/physical electives can be taken abroad or transferred to USD.

**Geo/Physical Courses:**

EOSC 355	Environmental Chemistry #	3
EOSC 402	Topics in Marine Geo/Physical/Chemical Science	3-4
EOSC 403	Topics in Geo/Physical/Chemical Science	3-4
EOSC 415	Geographic Information Systems #	4
EOSC 420	Introduction to Remote Sensing #	4
EOSC 450	Geological Oceanography #	4
EOSC 452	Environmental and Ocean Geochemistry #	4
EOSC 473	Climatology #	4
EOSC 474	History of the Earth and Climate with Lab #	4
EOSC 475	History of the Earth and Climate	3
EOSC 480	Geology and Human Health	3
EOSC 481	Natural Resources of Death Valley #	3
EOSC 485	Environmental Geology #	4
EOSC 487	Surface Water Hydrology #	4
EOSC 488	Geomorphology #	4

**Ecological Courses:**

EOSC 400	Topics in Ecology	3-4
EOSC 430	Human Impacts on the Coastal Environment with Lab #	4
EOSC 431	Human Impacts on the Coastal Environment	3
EOSC 433	Plankton Ecology #	4
EOSC 434	Wetlands Ecology with Lab #	4
EOSC 435	Wetlands Ecology	3
EOSC 436	Marine Community Ecology with Lab #	4
EOSC 437	Marine Community Ecology	3
EOSC 438	Animal Behavioral Ecology with Lab #	4
EOSC 439	Animal Behavioral Ecology	3
EOSC 440	Mathematical Modeling in Ecology #	4
EOSC 451	Biological Oceanography #	4

**Interdisciplinary Courses with Geo/physical Component:**

EOSC 406	Topics in Interdisciplinary Environmental Science	3-4
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Or approved study abroad courses.

#Courses with lab

## Upper Division units for Environmental Science Pathway, 26-27 units

Total units for Environmental Science Pathway, 57-58 units

## Recommended Program of Study for Environmental Science Pathway

### First Year

#### Semester I

EOSC 123, 110, or 105      Organisms and Ecosystems  
Introduction to Geosciences  
Natural Disasters with Lab

CHEM 151 & 151L      General Chemistry I  
CC or Electives

#### Semester II

EOSC 110, 105, or 123      Introduction to Geosciences  
Natural Disasters with Lab  
Organisms and Ecosystems

CHEM 152 & 152L      General Chemistry II  
MATH 150      Calculus I  
CC or Electives

### Second Year

#### Semester I

EOSC 220 or 222      Introduction to Atmospheric and Ocean Sciences  
Environmental Data Analysis

PHYS 136 & 136L      General Physics I  
CC or Electives

#### Semester II

EOSC 222 or 220      Environmental Data Analysis  
Introduction to Atmospheric and Ocean Sciences

CC or Electives

### Junior Year

#### Semester I

EOSC 300      Environmental Issues  
EOSC 301      Research Applications in Environmental and Ocean Sciences

EOSC 496, 498, or 499      Research Internship  
Independent Study

CC or Electives

#### Semester II

EOSC 314\*      Introduction to Maps and Spatial Data Analysis  
Pathway Elective\*  
EOSC 496, 498, or 499      Research Internship  
Independent Study

CC or Electives

### Senior Year

#### Semester I

Pathway Elective\*      3-4  
EOSC 492      Advanced Research Synthesis      1  
CC or Electives      8-12

#### Semester II

Pathway Electives\*      3-4  
EOSC 495      Senior Seminar      1  
CC or Electives      9-12

#### Units

\* For students enrolled in the BA/MS combined degree program, these courses can apply to both the BA and MS degree requirements (up to 12 units total), if chosen appropriately.

## Recommended Program of Study for Integrated Teacher Preparation Program (ITPP) Pathway

4 The Integrated Teacher Preparation Program (ITPP) provides paths to 4-year science and math degrees that include a teaching credential and preparation for the California Subject Examination for Teachers (CSET). Students who are interested in middle or secondary education (grades 6-12) in California may earn a degree in environmental and ocean sciences while simultaneously completing requirements for a teaching credential. The degree integrates content knowledge and laboratory practices in the discipline, evidence-based teaching/learning theories, teaching performance expectations, and pre-student teaching clinical practice while satisfying baccalaureate degree requirements and CTC single subject credential program standards. There is some flexibility to meet individual needs. Students are encouraged to consult the ITPP website (<http://www.sandiego.edu/itpp>) and advisors ([itpp@sandiego.edu](mailto:itpp@sandiego.edu)) to ensure that their needs and interests will be met.

4 In addition to all courses for the environmental science pathway and BIOL 240/BIOL 240L, students completing the ITPP pathway must also take the following:

	Code	Title	Units
3-4	EDTE 300P	Diversity, Inclusion & Schooling	3
	EDTE 301P	Methods for Language & Literacy	3
	EDTE 304P	Secondary Methods I	3
9-12	EDTE 306P	Secondary Methods II: Science	3
	EDTE 310P	Educational Psychology	3
	EDTE 311P	Equity & Advocacy in Educational Systems	3
3	EDTE 312P	Methods for English Learners	3
4	EDUC 491P	Student Teaching for the Single Subject Credential	9
1	EDUC 491S	Student Teaching Seminar for the Single Subject Credential	3

4-9 The following paradigm is included as a guide only, and should not be interpreted in a rigid sense. Elective courses may be taken at any time as long as the course prerequisites have been satisfied.

### First Year

#### Semester I

EOSC 110      Introduction to Geosciences      4  
EOSC 123      Organisms and Ecosystems      4  
CC or Electives      6-8

#### Semester II



BIOL 240 & 240L	Bioenergetics and Systems
CHEM 151 & 151L	General Chemistry I
EOSC 220	Introduction to Atmospheric and Ocean Sciences
CC or Electives	
<b>Semester III (Summer)</b>	
MATH 150	Calculus I
<b>Second Year</b>	
<b>Semester I</b>	
EOSC 222	Environmental Data Analysis
CHEM 152 & 152L	General Chemistry II
EDTE 300P	Diversity, Inclusion & Schooling
CC or Electives	
<b>Semester II</b>	
EOSC 300	Environmental Issues
EOSC 314	Introduction to Maps and Spatial Data Analysis
EDTE 311P	Equity & Advocacy in Educational Systems
CC or Electives	
<b>Semester III (Summer)</b>	
EDTE 310P	Educational Psychology
CC or Elective	
<b>Third Year</b>	
<b>Semester I</b>	
EOSC 301	Research Applications in Environmental and Ocean Sciences
PHYS 136 & 136L	General Physics I
EDTE 304P	Secondary Methods I
CC or Electives	
<b>Semester II</b>	
EOSC Elective	
EDTE 306P	Secondary Methods II: Science
EDTE 312P	Methods for English Learners
CC or Electives	
<b>Semester III (Summer)</b>	
CC or Electives	
<b>Senior Year</b>	
<b>Semester I</b>	
EDTE 301P	Methods for Language & Literacy
EDUC 491P	Student Teaching for the Single Subject Credential
EDUC 491S	Student Teaching Seminar for the Single Subject Credential
<b>Semester II</b>	
EOSC Electives	
EOSC 495	Senior Seminar
CC or Electives	

## 4 *Environmental Studies Pathway*

4	Code	Title	Units
<b>Lower Division Prep for the Major (31 units)</b>			
4	EOSC 110	Introduction to Geosciences	4
3	or EOSC 104 & 104L	Natural Disasters and Natural Disasters Lab	
	or EOSC 105	Natural Disasters with Lab	
4	EOSC 123	Organisms and Ecosystems	4
	EOSC 220	Introduction to Atmospheric and Ocean Sciences	4
	EOSC 222	Environmental Data Analysis	3
3	CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4-5
4	ECON 101	Principles of Microeconomics	3
	ECON 102	Principles of Macroeconomics	3
3	POLS 120	Introduction to American Politics	3
6-8	or POLS 150	Introduction to Comparative Politics	
	or POLS 170	Introduction to International Relations	
3	MATH 115	College Algebra	3
4	or MATH 130	Survey of Calculus	
3	or MATH 150	Calculus I	
6-8	<b>Upper Division Core (21 units)</b>		
	EOSC 300	Environmental Issues	3
3	or EOSC 303	Environmental Issues Abroad	
3	EOSC 301	Research Applications in Environmental and Ocean Sciences	4
	EOSC 305	Environmental Assessment Practices	3
4	EOSC 314	Introduction to Maps and Spatial Data Analysis	4
4	PHIL 338	Environmental Ethics	3
	or PHIL 344	Environmental Justice	
	<b>Capstone</b>		
3	EOSC 495	Senior Seminar	1
3-6	At least two units from:		2
	EOSC 496	Research	
3-4	EOSC 498	Internship	
3	EOSC 499	Independent Study	
3	EOSC 492	Advanced Research Synthesis	1
6	<b>Upper Division Electives (9-11 units)</b>		
6	Choose three courses: one science with lab with a focus on human-environment interactions, one non-science, and one additional 3-4 unit course that can be chosen from the non-science list or any of the upper-division EOSC courses.		
	Science with Lab Courses with a Focus on Human-Environment Interactions:		
3	EOSC 355	Environmental Chemistry	3
9	EOSC 415	Geographic Information Systems	4
	EOSC 420	Introduction to Remote Sensing	4
3	EOSC 430	Human Impacts on the Coastal Environment with Lab	4
	EOSC 434	Wetlands Ecology with Lab	4
	EOSC 436	Marine Community Ecology with Lab	4
7-8	EOSC 450	Geological Oceanography	4
1	EOSC 452	Environmental and Ocean Geochemistry	4
6-8	EOSC 473	Climatology	4
	EOSC 474	History of the Earth and Climate with Lab	4
	EOSC 481	Natural Resources of Death Valley	3

EOSC 485	Environmental Geology	4
EOSC 487	Surface Water Hydrology	4
EOSC 488	Geomorphology	4
Non-Science Courses:		
CHEM 356	Water Quality and Public Health in the Developing World	3
ECON 308	Environmental and Natural Resource Economics	3
EOSC 404	Topics in Environmental Studies	3-4
HIST 370	U.S. Environmental History	3
POLS 329	Law of the Sea	3
POLS 346	Food and Politics	3
POLS 347	Culture & Environmental Politics	3
POLS 348	Indigenous Peoples and the Environment	3
POLS 349	Politics and the Environment	3
SOCI 315	Health and Society	3
SOCI 471	Environmental Inequality and Justice	3
SOCI 473	Sustainability: Sociological Perspectives	3
THRS 338	Faith & Environmental Justice	3
Other upper division courses by approval in ECON, ETHN, HIST, INST, PHIL, POLS, SOCI and THRS.		
And approved study abroad courses.		
Interdisciplinary EOSC Courses:		
EOSC 405	Topics in Interdisciplinary Environmental Biology/ Studies	3-4
EOSC 406	Topics in Interdisciplinary Environmental Science	3-4

### Upper Division units for Environmental Studies, 30-32 units

Total units for Environmental Studies, 61-63 units  
Number of units that also satisfy Core requirements, as many as 13 units + CQUR, CADW, CORL, DISJ

## Recommended Program of Study for Environmental Studies Pathway

### First Year

#### Semester I

EOSC 123, 110, or 105	Organisms and Ecosystems Introduction to Geosciences Natural Disasters with Lab	4
MATH 115	College Algebra	3
ECON 101	Principles of Microeconomics	3
CC or Electives		3-6

#### Semester II

EOSC 110, 105, or 123	Introduction to Geosciences Natural Disasters with Lab Organisms and Ecosystems	4
CHEM 151 & 151L	General Chemistry I	4-5
ECON 102	Principles of Macroeconomics	3
CC or Electives		3-6

### Second Year

#### Semester I

EOSC 220 or 222	Introduction to Atmospheric and Ocean Sciences Environmental Data Analysis	3-4
POLS 120 or 170	Introduction to American Politics Introduction to International Relations	3
CC or Electives		6-9

#### Semester II

EOSC 222 or 220	Environmental Data Analysis Introduction to Atmospheric and Ocean Sciences	3-4
CC or Electives		8+

### Junior Year

#### Semester I

EOSC 300	Environmental Issues	3
EOSC 301	Research Applications in Environmental and Ocean Sciences	4
EOSC 496, 498, or 499	Research Internship Independent Study	1

CC or Electives		6-9
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#### Semester II

EOSC 314*	Introduction to Maps and Spatial Data Analysis	4
PHIL 338 or 344	Environmental Ethics Environmental Justice	3
EOSC 496, 498, or 499	Research Internship Independent Study	1

CC or Electives		6-9
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### Senior Year

#### Semester I

EOSC 305	Environmental Assessment Practices	3
Pathway Elective*		3-4
EOSC 492	Advanced Research Synthesis	1
CC or Electives		6-9

#### Semester II

Pathway Electives*		6-7
EOSC 495	Senior Seminar	1
CC or Electives		6-9

\* For students enrolled in the BA/MS combined degree program, these courses can apply to both the BA and MS degree requirements (up to 12 units total), if chosen appropriately.

## Combined Degree Program (BA/MS)

Undergraduates who are completing a degree in Environmental and Ocean Sciences can apply for admission to the MS program before finishing the BA. Students can apply up to 12 units of course work toward the requirements for both degrees. Applications are accepted during a student's junior or senior year as an undergraduate, following a process similar to the standard application procedure for admission to the Environmental and Ocean Sciences MS Program. Admitted students have undergraduate status until they complete their BA degree requirements, then become graduate students during the subsequent fall semester. Students need to complete a minimum of 18 units while they have graduate student status in order to satisfy the combined degree program requirements.

For students enrolled in the combined degree program, below is a recommended program of study for the student's first year solely in the graduate program. For the undergraduate years, see the recommended programs of study for each pathway in the undergraduate program in Environmental and Ocean Sciences.

## Recommended Program of Study - Graduate

### First Year

Semester I		Units
EOSC 500	Core Seminar I	2
	Graduate Science Course or Elective	3-4
EOSC 596	Research	3-4
Semester II		
EOSC 501	Core Seminar II	2
EOSC 596	Research	2-3
EOSC 596 or Elective		3-4
EOSC 597	Thesis	1

Note: Students who will not finish by the end of their first year in the MS program should take 8 units in semester II of the first graduate year and 0.5-1 unit of EOSC 597 each semester until they finish.

## Environmental and Ocean Sciences Minor

Code	Title	Units
EOSC 110	Introduction to Geosciences	4
or EOSC 104 & 104L	Natural Disasters and Natural Disasters Lab	
or EOSC 105	Natural Disasters with Lab	
EOSC 123	Organisms and Ecosystems	4
EOSC 220	Introduction to Atmospheric and Ocean Sciences	4
EOSC 300	Environmental Issues	3
or EOSC 303	Environmental Issues Abroad	

and one upper division science course (3-4 units) from the following list:

EOSC 314	Introduction to Maps and Spatial Data Analysis	4
EOSC 350	Invertebrate Zoology	4
EOSC 355	Environmental Chemistry	3
EOSC 400	Topics in Ecology	3-4
EOSC 401	Topics in Environmental Biology	3-4
EOSC 402	Topics in Marine Geo/Physical/Chemical Science	3-4
EOSC 403	Topics in Geo/Physical/Chemical Science	3-4
EOSC 415	Geographic Information Systems	4
EOSC 420	Introduction to Remote Sensing	4
EOSC 430	Human Impacts on the Coastal Environment with Lab	4
EOSC 431	Human Impacts on the Coastal Environment	3
EOSC 433	Plankton Ecology	4
EOSC 434	Wetlands Ecology with Lab	4
EOSC 435	Wetlands Ecology	3
EOSC 436	Marine Community Ecology with Lab	4
EOSC 437	Marine Community Ecology	3
EOSC 438	Animal Behavioral Ecology with Lab	4
EOSC 439	Animal Behavioral Ecology	3
EOSC 440	Mathematical Modeling in Ecology	4

EOSC 450	Geological Oceanography	4
EOSC 451	Biological Oceanography	4
EOSC 452	Environmental and Ocean Geochemistry	4
EOSC 462	Biology of Fishes	4
EOSC 465	Marine Mammals	3
EOSC 473	Climatology	4
EOSC 474	History of the Earth and Climate with Lab	4
EOSC 475	History of the Earth and Climate	3
EOSC 480	Geology and Human Health	3
EOSC 481	Natural Resources of Death Valley	3
EOSC 485	Environmental Geology	4
EOSC 487	Surface Water Hydrology	4
EOSC 488	Geomorphology	4

## Environmental Studies and Policy Minor 1st Pathway - Students not majoring in Environmental and Ocean Sciences

Code	Title	Units
EOSC 110	Introduction to Geosciences	4
or EOSC 104 & 104L	Natural Disasters and Natural Disasters Lab	
or EOSC 105	Natural Disasters with Lab	
EOSC 123	Organisms and Ecosystems	4
EOSC 300	Environmental Issues	3
or EOSC 303	Environmental Issues Abroad	

**3 Upper-Division Elective Courses (9-10 units) from the lists below. At least two must be non-science courses**

## 2nd Pathway - Students majoring in Environmental and Ocean Sciences (either Marine Ecology Pathway or Environmental Science Pathway)

Code	Title	Units
EOSC 110	Introduction to Geosciences	4
or EOSC 104 & 104L	Natural Disasters and Natural Disasters Lab	
or EOSC 105	Natural Disasters with Lab	
EOSC 123	Organisms and Ecosystems	4
EOSC 305	Environmental Assessment Practices	3
or POLS 349	Politics and the Environment	

**3 Upper-Division Elective Courses (9-10 units) from the lists below. At least two must be non-science courses**

Code	Title	Units
<b>Science Courses:</b>		
EOSC 314	Introduction to Maps and Spatial Data Analysis	4
EOSC 350	Invertebrate Zoology	4
EOSC 355	Environmental Chemistry	3
EOSC 400	Topics in Ecology	3-4
EOSC 401	Topics in Environmental Biology	3-4
EOSC 402	Topics in Marine Geo/Physical/Chemical Science	3-4

EOSC 403	Topics in Geo/Physical/Chemical Science	3-4
EOSC 415	Geographic Information Systems	4
EOSC 420	Introduction to Remote Sensing	4
EOSC 430	Human Impacts on the Coastal Environment with Lab	4
EOSC 431	Human Impacts on the Coastal Environment	3
EOSC 433	Plankton Ecology	4
EOSC 434	Wetlands Ecology with Lab	4
EOSC 435	Wetlands Ecology	3
EOSC 436	Marine Community Ecology with Lab	4
EOSC 437	Marine Community Ecology	3
EOSC 438	Animal Behavioral Ecology with Lab	4
EOSC 439	Animal Behavioral Ecology	3
EOSC 440	Mathematical Modeling in Ecology	4
EOSC 450	Geological Oceanography	4
EOSC 451	Biological Oceanography	4
EOSC 452	Environmental and Ocean Geochemistry	4
EOSC 462	Biology of Fishes	4
EOSC 465	Marine Mammals	3
EOSC 473	Climatology	4
EOSC 474	History of the Earth and Climate with Lab	4
EOSC 475	History of the Earth and Climate	3
EOSC 480	Geology and Human Health	3
EOSC 481	Natural Resources of Death Valley	3
EOSC 485	Environmental Geology	4
EOSC 487	Surface Water Hydrology	4
EOSC 488	Geomorphology	4
<b>Non-Science Courses:</b>		
CHEM 356	Water Quality and Public Health in the Developing World	3
ECON 308	Environmental and Natural Resource Economics	3
EOSC 305	Environmental Assessment Practices	3
EOSC 404	Topics in Environmental Studies	3-4
HIST 370	U.S. Environmental History	3
PHIL 338	Environmental Ethics	3
PHIL 344	Environmental Justice	3
POLS 329	Law of the Sea	3
POLS 346	Food and Politics	3
POLS 347	Culture & Environmental Politics	3
POLS 348	Indigenous Peoples and the Environment	3
POLS 349	Politics and the Environment	3
SOCI 315	Health and Society	3
SOCI 471	Environmental Inequality and Justice	3
SOCI 473	Sustainability: Sociological Perspectives	3
THRS 338	Faith & Environmental Justice	3
<b>Interdisciplinary EOSC Courses:</b>		
EOSC 405	Topics in Interdisciplinary Environmental Biology/ Studies	3-4
EOSC 406	Topics in Interdisciplinary Environmental Science	3-4

Other approved upper division courses in ECON, ETHN, HIST, INST, PHIL, POLS, SOCI and THRS, and approved study abroad courses may satisfy program requirements as well. Consult the Environmental and Ocean Sciences department

chair for approval. Students are reminded that courses in the minor may not also be counted toward the major.

### **EOSC 101 | EXPLORING OCEANOGRAPHY**

**Units: 3 Repeatability: No**

**Non-Core Attributes: Lab**

The chemistry and physics of sea water, its circulation and physical properties; tides; currents; waves; and shoreline processes will be studied. The topography and geology of the ocean basin and the distribution and nature of marine sediments will also be studied. This course will not satisfy the requirements of the environmental and ocean science major or minor. Two lectures and one laboratory or field experience per week; may be taught without laboratory.

### **EOSC 104 | NATURAL DISASTERS**

**Units: 3 Repeatability: No**

This course will give students an introduction to the earth and the dynamic natural processes that impact humanity and life in general. Man and nature are becoming increasingly intertwined as the human race continues to proliferate. This course will emphasize the fundamental scientific principles and processes related to natural disasters such as earthquakes, volcanic eruptions, landslides, severe weather, hurricanes, meteorite impacts, and climate change. Historic catastrophes will be emphasized. Every semester.

### **EOSC 104L | NATURAL DISASTERS LAB**

**Units: 1 Repeatability: No**

**Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area**

**Non-Core Attributes: Lab**

Corequisites: EOSC 104

This laboratory course will introduce students to skills and methods used to study natural disasters. Students will learn to identify rocks and minerals, employ map skills to study faults, coastal erosion, landslides, flooding, and other natural hazards, and interpret meteorological and climate data. Natural hazards in San Diego will be examined through local field trips. This course has a mandatory weekend field trip.

### **EOSC 105 | NATURAL DISASTERS WITH LAB**

**Units: 4 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp, Science/Tech Inquiry area**

This course will give students an introduction to the earth and the dynamic natural processes that impact humanity and life in general. Man and nature are becoming increasingly intertwined as the human race continues to proliferate. This course will emphasize the fundamental scientific principles and processes related to natural disasters such as earthquakes, volcanic eruptions, landslides, severe weather, hurricanes, meteorite impacts, and climate change. Historic catastrophes will be emphasized. This course includes a weekly lab, in which students will learn to identify rocks and minerals, employ map skills to study faults, coastal erosion, landslides, flooding, and other natural hazards, and interpret meteorological and climate data. Natural hazards in San Diego will be examined through local field trips. This course has a mandatory weekend field trip.

### **EOSC 109 | INTRODUCTION TO PHYSICAL GEOGRAPHY**

**Units: 4 Repeatability: No**

An introductory course to give students a comprehensive overview of the Earth and its component systems. The emphasis of this course is the interactions among the atmosphere, lithosphere, hydrosphere, and biosphere. Various global environmental issues also will be examined from the perspective of physical geography. Three lectures and one laboratory per week and some field experience, which may include an overnight trip.



**EOSC 110 | INTRODUCTION TO GEOSCIENCES****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp, Science/Tech Inquiry area****Non-Core Attributes: Lab**

The objective of this course is to give students an introduction to planet Earth and the physical processes that operate inside solid Earth and on the surface. Topics include plate tectonics, earthquakes, volcanoes, Earth history, and mass extinction events. The geosphere (solid Earth) will be the focus, however, the atmosphere and hydrosphere are a critical connection. The study of planet Earth requires an interdisciplinary approach, and the geosciences have never been more critical to society than they are today. Making observations in the field is an integral component of geoscience so field trips are always a part of this course, which may include an overnight trip.

**EOSC 111 | GEOSCIENCES ABROAD****Units: 4 Repeatability: No****Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area****Non-Core Attributes: International, Lab**

Geoscience is the study of Earth's structure, its formation and evolution through time, the processes that shape its surface, and its interaction with humans. Geoscientists address critical issues such as mineral resources, water quality, natural hazards, energy, and climate. This course is a 4-unit lab course for non-majors, set outside of the United States. Students will be exposed to the fundamental concepts in geoscience, which are then applied in the field. Depending on the location of the study abroad course and the local geology, some concepts may be emphasized more than others, e.g., in Australia you may study the oldest rocks on the planet, in Nepal you may study the role of flooding in landscape formation. Students should be prepared to spend multiple hours outside, under varying weather conditions, and sometimes covering several miles of easy-moderate hiking.

**EOSC 112 | ECOLOGY AND ENVIRONMENTAL BIOLOGY****Units: 3-4****Non-Core Attributes: Lab**

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics include the ecosystem concept, population growth and regulation, and our modification of the environment. Two lectures per week and one laboratory every other week. Laboratory will include field trips, one of which will be an overnight trip to the desert. This course satisfies the core curriculum requirement for a life science and a laboratory. Cross-listed as BIOL 112. Every semester.

**EOSC 116 | EARTH AND LIFE SCIENCE FOR EDUCATORS****Units: 3 Repeatability: No**

A laboratory/lecture/discussion class in the general concepts of earth science and life science for Liberal Studies majors. The course topics are selected to satisfy the earth and life science specifications for the science content standards for California Public Schools and the Multiple Subject Teaching Credential. Laboratory activities and field trips will provide experience with selected principles and relate them to suggested teaching practice at the K-8 grade level. Two two-hour laboratory sessions per week. Spring semester.

**EOSC 121 | LIFE IN THE OCEAN****Units: 4 Repeatability: No****Core Attributes: Science/Tech Inquiry area****Non-Core Attributes: Lab**

An introduction to the organisms in the ocean, including their phylogenetic and ecological interrelationships. Biological principles and processes that are basic to all forms of life in the ocean will be stressed. This course will satisfy the core curriculum requirement for science and technology inquiry area. This course will not satisfy the requirements of the environmental and ocean sciences major or minor. Three hours of lecture and one laboratory per week. Every semester.

**EOSC 123 | ORGANISMS AND ECOSYSTEMS****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area****Non-Core Attributes: Lab**

An introduction to organisms and environmental biology from an ecological perspective. Students will learn about fundamental principles of ecology, in addition to major groups of organisms and how the two are related. This is a required course for all Environmental and Ocean Sciences majors. Three hours of lecture and one laboratory per week.

**EOSC 170 | THE SCIENCE OF CLIMATE CHANGE****Units: 3 Repeatability: No**

An introduction to the earth's climate system and the science of climate change. The course will first cover the following topics: introduction to earth-system science and the components of the climate system; atmospheric composition, energy balance, and circulation; the hydrologic cycle; methods to collect climate data; natural climate change in the geologic past and 20th century warming. With this foundation students will examine the scientific basis of anthropogenic global warming and the potential impacts of future climate change. This course may include a field trip outside of class time.

**EOSC 220 | INTRODUCTION TO ATMOSPHERIC AND OCEAN SCIENCES****Units: 4 Repeatability: No**

Prerequisites: (MATH 115 or MATH 130 or MATH 150 or MATH 151) and ((EOSC 104 (Can be taken Concurrently) and EOSC 104L (Can be taken Concurrently)) or EOSC 105 (Can be taken Concurrently) or EOSC 110 (Can be taken Concurrently)) and (CHEM 151 (Can be taken Concurrently) and CHEM 151L (Can be taken Concurrently))

An introduction to the physical and chemical processes of Earth's atmosphere and ocean. Topics include the composition and structure of the atmosphere and ocean, chemistry and physics of seawater, atmospheric circulation, air-sea interactions, climate and weather, ocean circulation, waves, tides, and shoreline processes. This course is intended for students majoring or minoring in environmental and ocean sciences. Three hours of lecture and one laboratory per week. Every semester.

**EOSC 222 | ENVIRONMENTAL DATA ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: EOSC 123 and ((EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110) and (MATH 115 or MATH 130 or MATH 150 or MATH 151)

This course will provide an introduction to the fundamentals of experimental design and quantitative analysis of data in environmental sciences. Students will learn to form and test hypotheses through the lens of Environmental and Ocean Sciences using a number of basic statistical tests, including t-tests, ANOVA, linear regression, correlation, and non-parametric statistics. Specialized statistics may be covered in later class meetings. Students will learn the basics of using R to analyze data. This is a required course for all Environmental and Ocean Sciences majors. Three hours of lecture per week.

**EOSC 294 | SPECIAL TOPICS IN ENVIRONMENTAL AND OCEAN SCIENCES****Units: 2-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity at the Lower-Division Level.

**EOSC 300 | ENVIRONMENTAL ISSUES****Units: 3 Repeatability: No**

Prerequisites: ((EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110) and EOSC 123

This course is a consideration of environmental problems that confront our society today. By looking at controversial environmental issues, students will be encouraged to distinguish political interests and emotional hyperbole from scientific facts; furthermore, students will be presented examples of scientific facts that support different interpretations of an issue. Both environmental resolutions and their social implications will be considered. Three hours of lecture per week.

**EOSC 301 | RESEARCH APPLICATIONS IN ENVIRONMENTAL AND OCEAN SCIENCES****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: (EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110 and EOSC 123 and EOSC 220 and EOSC 222 (Can be taken Concurrently)

Students will be introduced to the research process and common laboratory and field sampling methods in environmental and ocean sciences, as well as the underlying principles and applications of these methods. Students will participate in hypothesis-based, interdisciplinary, hands-on research examining the spatial and temporal variability of biological, chemical, geological and physical factors within local environments. Written and oral scientific communication will be emphasized. Eight hours of combined laboratory, field and lecture per week.

**EOSC 303 | ENVIRONMENTAL ISSUES ABROAD****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 1**

Prerequisites: EOSC 104 or EOSC 105 or EOSC 110 or EOSC 123

This course is a consideration of environmental problems that confront our society today. By looking at controversial environmental issues, students will be encouraged to distinguish political interests and emotional hyperbole from scientific facts; furthermore, students will be presented examples of scientific facts that support different interpretations of an issue. Both environmental resolutions and their social implications will be considered. This course may be taught in various countries outside the US.

**EOSC 305 | ENVIRONMENTAL ASSESSMENT PRACTICES****Units: 3 Repeatability: No**

Prerequisites: (EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110 and EOSC 123

An interdisciplinary approach to environmental decision making. An introduction to the law relative to environmental impact reports, their contents and development. Three hours of lecture per week.

**EOSC 313 | GEOSPATIAL INFORMATION SYSTEMS FOR ORGANIZATIONS****Units: 3**

Prerequisites: ITMG 100

An introduction to geographic, or geospatial, information systems (GIS) applied to business/organizational decision-making applications. The course includes conceptual knowledge that underlies the spatial dimensions of many decisions and hands-on use of desktop GIS software. Topics include concepts and techniques for managing, analyzing, visualizing, and disseminating spatial information. Application areas include entrepreneurship, marketing, real estate, planning, public safety, transportation, economic development, and international issues.

**EOSC 314 | INTRODUCTION TO MAPS AND SPATIAL DATA ANALYSIS****Units: 4 Repeatability: No**

Prerequisites: (EOSC 104 or EOSC 110 or EOSC 123) and (MATH 115 or MATH 130 or MATH 150 or MATH 151)

Introduces the use of maps as an analytical tool, together with the history, theory, and operation of Geographic Information Systems (GIS). Includes an introduction to maps, data sources, database design, data input, spatial analysis, and map production. Offers valuable preparation for careers in geology, geography, geographic information systems, urban planning, marketing, environmental science, conservation biology, engineering, and numerous other fields. Laboratory exercises will use ArcGIS software. Three hours of lecture and one laboratory per week. Every semester.

**EOSC 340 | MARINE ENVIRONMENT****Units: 3-4**

Prerequisites: (EOSC 104 and EOSC 104L or EOSC 109 or EOSC 110) and (BIOL 221 and BIOL 221L or EOSC 112 or EOSC 121)

A study of how humans threaten the stability of our oceans. Topics include ocean-climate interactions, marine pollution, utilization of marine resources, and marine conservation. Students participate in at least one weekend community service project. Three hours of lecture per week. Fall semester.

**EOSC 350 | INVERTEBRATE ZOOLOGY****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

A survey of the invertebrate animals with emphasis on evolutionary relationships among the groups as expressed by their morphology and physiology. Three hours of lecture and one laboratory weekly.

**EOSC 355 | ENVIRONMENTAL CHEMISTRY****Units: 3**

Prerequisites: CHEM 151 and CHEM 151L and CHEM 152 and CHEM 152L

A survey of the natural environment from a chemist's point of view and the evaluation of chemicals from an environmental point of view. This course is concerned with the chemistry of air, water, soil, and the biosphere in both pristine and polluted states. Pollution prevention and mitigation schemes are considered. Two one-hour lectures and one three-hour lab per week.

**EOSC 361 | ECOLOGICAL COMMUNITIES OF SAN DIEGO COUNTY****Units: 2**

A general survey of the ecological communities of San Diego County will acquaint students with local marine, freshwater, chaparral, and desert habitats. The course is primarily field study, and one overnight trip to the desert will be included. Identification of organisms and their ecological relationships will be stressed. One laboratory per week. Cross-listed as BIOL 361.

**EOSC 364 | CONSERVATION BIOLOGY****Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300

This course focuses on the history of conservation awareness, theory, and practice. Lectures address conservation biology from a historical perspective; readings and discussion are directed toward both classic and current literature. Student presentations will be expected. Weekend field trips may be required. Three hours of lecture and one laboratory per week. Spring semester.

**EOSC 400 | TOPICS IN ECOLOGY****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity in ecology.

**EOSC 401 | TOPICS IN ENVIRONMENTAL BIOLOGY****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity in environmental biology.

**EOSC 402 | TOPICS IN MARINE GEO/PHYSICAL/CHEMICAL SCIENCE****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity in marine geo/physical/chemical science.

**EOSC 403 | TOPICS IN GEO/PHYSICAL/CHEMICAL SCIENCE****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity in geo/physical/chemical science.

**EOSC 404 | TOPICS IN ENVIRONMENTAL STUDIES****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity in environmental studies.

**EOSC 405 | TOPICS IN INTERDISCIPLINARY ENVIRONMENTAL BIOLOGY/STUDIES****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity in interdisciplinary environmental biology and studies.

**EOSC 406 | TOPICS IN INTERDISCIPLINARY ENVIRONMENTAL SCIENCE****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity in interdisciplinary environmental science.

**EOSC 415 | GEOGRAPHIC INFORMATION SYSTEMS****Units: 4 Repeatability: No**

Prerequisites: EOSC 313 or EOSC 314

Expands on EOSC 314 (Maps and Spatial Data) and includes more advanced GIS functions and applications using a project-based approach. Fundamental topics include spatial analysis, geostatistical analysis, 3-D modeling, and project development and implementation. Laboratory exercises will use ArcGIS software. This course combines lecture and laboratory work in two meetings per week. Every other spring semester.

**EOSC 420 | INTRODUCTION TO REMOTE SENSING****Units: 4 Repeatability: No**

Prerequisites: EOSC 313 or EOSC 314

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

**EOSC 430 | HUMAN IMPACTS ON THE COASTAL ENVIRONMENT WITH LAB****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)

Coastal environments are under increasing pressure from growing human populations. Development, climate change, pollution and exploitation of marine resources have resulted in declining environmental quality in nearshore areas. In this class, we will (1) examine structure and function of coastal systems, (2) how human activities and development have impacted these environments, and (3) when applicable discuss potential remedies to environmental degradation. Laboratory projects will have both field and laboratory components and will examine the impacts of coastal pollution in San Diego. Students may not receive credit for taking both EOSC 430 and EOSC 431.

**EOSC 431 | HUMAN IMPACTS ON THE COASTAL ENVIRONMENT****Units: 3 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)

Coastal environments are under increasing pressure from growing human populations. Development, climate change, pollution and exploitation of marine resources have resulted in declining environmental quality in nearshore areas. In this class, we will (1) examine the structure and function of coastal systems, (2) how human activities and development have impacted these environments, and (3) when applicable discuss potential remedies to environmental degradation. Students may not receive credit for taking both EOSC 430 and EOSC 431.

**EOSC 433 | PLANKTON ECOLOGY****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and (EOSC 301W (Can be taken Concurrently) or EOSC 301 (Can be taken Concurrently)) and (MATH 150 or MATH 151)

This course is a study of the fundamental processes in plankton ecology from the perspective of how individual plankton interact with each other and their environment. Throughout the course, students will gain intuition about life in the plankton by incorporating an understanding of both the biology of the organisms and their physical environment. In addition to lecture, the course includes lab activities, reading and discussing peer-reviewed scientific articles, and completing group and individual assignments.

**EOSC 434 | WETLANDS ECOLOGY WITH LAB****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and (EOSC 301W (Can be taken Concurrently) or EOSC 301 (Can be taken Concurrently))

A comprehensive look at wetland ecology and management. Focuses on physical, biogeochemical, and ecological aspects of major wetland ecosystems with an emphasis on local urban wetlands. Also includes wetland management concepts and approaches worldwide. This course includes a weekly lab. Students may not receive credit for taking both EOSC 434 and EOSC 435.

**EOSC 435 | WETLANDS ECOLOGY****Units: 3 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and (EOSC 301W (Can be taken Concurrently) or EOSC 301 (Can be taken Concurrently))

A comprehensive look at wetland ecology and management. Focuses on physical, biogeochemical, and ecological aspects of major wetland ecosystems with an emphasis on local urban wetlands. Also includes wetland management concepts and approaches worldwide. Students may not receive credit for taking both EOSC 434 and EOSC 435.

**EOSC 436 | MARINE COMMUNITY ECOLOGY WITH LAB****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 or EOSC 303) and EOSC 301

This course is intended to introduce students to the fundamentals of marine community ecology. We will explore the abiotic and biotic factors that structure marine communities, and compare the processes and interactions between marine organisms and their environments in various ecosystems. In lab, students become familiar with various ecological sampling methods and experimental design, and are exposed to the diversity of coastal marine environments in the San Diego area. Students may not receive credit for taking both EOSC 436 and EOSC 437.

**EOSC 437 | MARINE COMMUNITY ECOLOGY****Units: 3 Repeatability: No**

Prerequisites: (EOSC 300 or EOSC 303) and EOSC 301

This course is intended to introduce students to the fundamentals of marine community ecology. We will explore the abiotic and biotic factors that structure marine communities, and compare the processes and interactions between marine organisms and their environments in various ecosystems. Students may not receive credit for taking both EOSC 436 and EOSC 437.

**EOSC 438 | ANIMAL BEHAVIORAL ECOLOGY WITH LAB****Units: 4 Repeatability: No**

Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)

This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. The inquiry-based lab introduces methods commonly used in behavioral ecology and allows students to test their own hypotheses within the framework of prescribed field and laboratory exercises. Students may not receive credit for taking both EOSC 438 and EOSC 439 or for taking both EOSC 438 and PSYC 344. Cross-listed with BIOL 438.

**EOSC 439 | ANIMAL BEHAVIORAL ECOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)

This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. Students may not receive credit for taking both EOSC 439 and EOSC 438 or EOSC 439 and PSYC 344. Cross-listed with BIOL 439.

**EOSC 440 | MATHEMATICAL MODELING IN ECOLOGY****Units: 4 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: MATH 150 and (EOSC 301 or EOSC 301W or BIOL 305)

An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from EOSC 440 and MATH 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both EOSC 440 and MATH 440.

**EOSC 450 | GEOLOGICAL OCEANOGRAPHY****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and (EOSC 301W (Can be taken Concurrently) or EOSC 301 (Can be taken Concurrently))

The origin and geologic history of the ocean basin, with a detailed investigation of the theory of plate tectonics, sedimentation processes in the oceans, and paleoceanography. Three lectures and one laboratory per week; some weekend field trips may be required. (fall semester).

**EOSC 451 | BIOLOGICAL OCEANOGRAPHY****Units: 4 Repeatability: No**

Prerequisites: EOSC 301W or BIOL 309

An integrated study of marine organisms and their environments, stressing ecological, behavioral, and physiological relationships. Near shore, deep sea, and open ocean environments will be covered. A weekend field trip may be required. Three hours of lecture and one laboratory per week. Fall semester.

**EOSC 452 | ENVIRONMENTAL AND OCEAN GEOCHEMISTRY****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently) and CHEM 151 and CHEM 151L

What makes the oceans salty? Why do plankton need dust to survive? Why is arsenic in groundwater considered the worst mass poisoning in human history? Is Fiji Water really pristine? In this course you'll learn how water – oceans, rivers, groundwater – differ in composition and the processes that control their chemistry. We'll trace the journey of water from rain, to rivers, into groundwater, and how water-rock interaction contributes to ocean salinity. What happens when these waters are contaminated? We'll investigate basic soil and water contamination processes caused by environmental processes such as mining, refining ores, and disposal of waste into landfill. The course will focus on metal contamination, both naturally occurring in rocks (mines in San Diego) and anthropogenically influenced (metals in Mission Bay). We'll determine how much contamination is too much, for both organisms and humans, and the possible health effects of exposure to these contaminants.

**EOSC 462 | BIOLOGY OF FISHES****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) and EOSC 301W (Can be taken Concurrently)) or BIOL 305

This course examines the various aspects of ichthyology encompassing the anatomy, physiology, ecology, evolution, ethology, and natural history of fishes. Lab includes techniques of identification and a general survey of fish systematics and zoogeography. Three hours of lecture and one laboratory per week.

**EOSC 465 | MARINE MAMMALS****Units: 3 Repeatability: No**

Prerequisites: EOSC 300 (Can be taken Concurrently) or BIOL 305

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.

**EOSC 473 | CLIMATOLOGY****Units: 4 Repeatability: No**

Prerequisites: EOSC 220 and EOSC 222 and EOSC 300 (Can be taken Concurrently)

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 hours of lecture and one laboratory per week.



**EOSC 474 | HISTORY OF THE EARTH AND CLIMATE WITH LAB****Units: 4 Repeatability: No**

Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)

The objective of this course is to develop a deeper understanding of the history of earth's climate system and interactions of different components of the climate system (lithosphere, hydrosphere/cryosphere, atmosphere, anthrosphere). We will investigate the geologic and historical record of natural climate change and evidence of the mechanisms causing natural climate variability. Our approach will be to examine how scientist's views and our ideas about climate have changed over the past 150 years. Toward the end of the course, we will apply our knowledge of natural climate cycles in the past to investigate the scientific basis for predictions of future climate change. The laboratory will introduce students to methods and techniques used in historical geology and paleoclimatology focusing on the geological history of southern California. The laboratory may include weekend field trips. Students may not receive credit for taking both EOSC 474 and EOSC 475.

**EOSC 475 | HISTORY OF THE EARTH AND CLIMATE****Units: 3 Repeatability: No**

Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)

The objective of this course is to develop a deeper understanding of the history of earth's climate system and interactions of different components of the climate system (lithosphere, hydrosphere/cryosphere, atmosphere, anthrosphere). We will investigate the geologic and historical record of natural climate change and evidence of the mechanisms causing natural climate variability. Our approach will be to examine how scientist's views and our ideas about climate have changed over the past 150 years. Toward the end of the course, we will apply our knowledge of natural climate cycles in the past to investigate the scientific basis for predictions of future climate change. Students may not receive credit for taking both EOSC 474 and EOSC 475.

**EOSC 480 | GEOLOGY AND HUMAN HEALTH****Units: 3 Repeatability: No**

Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)

How much fluoride in groundwater is safe? Why do some women eat dirt when they're pregnant? How do ice cores in Greenland track lead pollution in ancient Rome? Why are some geologic materials safe for human contact whereas the mineral asbestos leads to specific human health problems? What are those health problems? This course examines how naturally occurring geologic materials cycle through soils, water, and food and their potential impact to human health. We will discuss pathways of exposure, such as inhalation of dust from mining operations, contact with soil toxins, and consumption of crops irrigated with contaminated groundwater. Through a series of historical and modern case studies we will learn how well water in southeast Asia has led to the largest mass poisoning in history, the problem faced by local mountain bikers inhaling arsenic-contaminated dust in a local park, and the reason for a cluster of cancer cases in the small town of Hinkley, CA. By the end of this course students will have a solid foundation on the connection between geology and human health.

**EOSC 481 | NATURAL RESOURCES OF DEATH VALLEY****Units: 3 Repeatability: No**

Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)

One of the hottest locations on Earth, Death Valley is a land of extremes. Extreme heat in the below-sea level basin is contrasted with snow-capped mountains on the surrounding peaks. Vast, dry, swaths of arid, salty landscapes harbor lush oases of hot springs and isolated populations of desert fish. This unique desert landscape was formed by tectonic processes – crustal rifting – and provides the backdrop for two contrasting human interactions with the environment: historic extraction of the natural resources unique to this geologic setting, and its modern-day protective designation as a National Park. How did extraction of metals and borax support settlement in Death Valley? When did the last mine close? How does water, the most fundamental resource required for human survival, influence the landscape and human history of this driest place in the United States? This course explores the interaction between humans and the unique desert environment of Death Valley, CA. We will examine the tectonic processes that produced the modern landscape and climate of Death Valley and how these geologic processes led to the formation of natural resources (metals, borax, gypsum). Surface water and groundwater resources were- and continue to be- an integral component of this desert ecosystem; groundwater feeds hot springs, evaporating rainwater forms salt crystals, and rain events lead to further desert sculpting and disruption to Park infrastructure. This course builds on fundamental principles covered in EOSC 105/110 with an emphasis on the interaction between humans and their environment. A significant amount of time (approximately 5 days) will be spent visiting Death Valley during Spring break, which is a mandatory field trip requirement for this course.

**EOSC 485 | ENVIRONMENTAL GEOLOGY****Units: 4 Repeatability: No**

Prerequisites: CHEM 151 and CHEM 151L and EOSC 300 (Can be taken Concurrently)

This course focuses on the interaction between humans and the geologic environment. We will examine geologic processes responsible for forming a variety of Earth resources, such as ore deposits (e.g., copper minerals) and energy resources (e.g., fossil and nuclear fuels). Anthropogenic extraction, processing, and disposal of these resources, and their impact on the environment, will be investigated. Two Earth resources will be the subject of detailed study: groundwater and soils. An in-depth explanation of processes relating to both (e.g., groundwater flow, water quality, soil composition) will be developed, followed by an investigation of practices used in the monitoring and assessment of anthropogenic contamination of soil and groundwater. This course will help to prepare students for working in academia, government, or as an environmental consultant. Three hours of lecture and one laboratory per week. Some weekend field trips may be required.

**EOSC 487 | SURFACE WATER HYDROLOGY****Units: 4 Repeatability: No**

Prerequisites: EOSC 220 and EOSC 222 and EOSC 300 (Can be taken Concurrently)

A course to cover principles of surface water hydrology and methods to solve hydrologic problems related to urbanization, soil and water conservation, and water resources management. The components of the hydrologic cycle and the concept of water balance will be discussed in detail. This course also will cover various methods of hydrologic computation, the basics of watershed modeling, applications of GIS in hydrology, and issues especially relevant to Southern California. Three hours of lecture and one laboratory per week and some field trips.

**EOSC 488 | GEOMORPHOLOGY****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and (EOSC 301W (Can be taken Concurrently) or EOSC 301 (Can be taken Concurrently))

An introduction to geomorphology, the study of landforms and the processes that produce and modify them. Explores how landforms respond to climate change, tectonic forcing, and changes in land use. Addresses common geomorphic processes including weathering, soils, hill slope processes, fluvial processes and landforms, aeolian transport, glacial and periglacial environments, karst, and coastal processes. This course includes a weekly lab.

**EOSC 490 | UNDERGRADUATE LABORATORY ASSISTANT****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Assist laboratory instructor in all aspects of a Environmental and Ocean Sciences laboratory.

**EOSC 492 | ADVANCED RESEARCH SYNTHESIS****Units: 1 Repeatability: No**

Prerequisites: (EOSC 496 or EOSC 498 or EOSC 499) and EOSC 301 (Can be taken Concurrently)

This 1-unit course serves as the synthesis of your research or internship experience in Environmental and Ocean Sciences allowing you to demonstrate mastery of the scientific research process. In this course you will learn how to develop an appropriate research question that can be effectively investigated using tools appropriate to the Environmental and Ocean Sciences. These tools may include data collected through appropriate lab and field methods (e.g., through independent research with faculty, an internship, or a research experience abroad) and/or data mining methods (e.g., finding data from databases or other studies to answer your research question). You will demonstrate mastery of the research process by drawing on previous coursework in Environmental and Ocean Sciences such as EOSC 222 Environmental Data Analysis, EOSC 301 Research Applications in Environmental and Ocean Sciences, and the fundamentals of Environmental and Ocean Sciences as learned in your lower division and elective classes. This course prepares you for your final capstone experience, EOSC 495 Senior Seminar, where you will orally present your work as the culminating experience of your Environmental and Ocean Sciences major.

**EOSC 493 | METHODS IN ENVIRONMENTAL AND OCEAN SCIENCES****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Training and practice in the gathering, analysis, interpretation, and communication of marine scientific data. Designed to extend and integrate the sampling and analytical procedures of marine science. Selected instrumentation and techniques, field experience, and laboratory time will be emphasized. Shipboard experiences, weekend, or extended field trips may be required. Course may be repeated for credit only upon approval of the chair of marine science and environmental studies.

**EOSC 494 | SPECIAL TOPICS: ENVIRONMENTAL AND OCEAN SCIENCES****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Topics of special interest and/or unique opportunity.

**EOSC 495 | SENIOR SEMINAR****Units: 1 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: EOSC 492

The objective of Senior Seminar is to learn the basic techniques for making a professional presentation in Environmental and Ocean Sciences. Students will work closely with their instructor to put together a poster presentation on a topic of their choice that reflects their major pathway. Each student will present their final poster to the public during a formal poster session. Lecturing will be minimal. Additional smaller assignments throughout the semester will help students develop skills related to communicating scientific information. Enrollment for credit is limited to, and required of, all senior students majoring in Environmental and Ocean Sciences. Restricted to EOSC Concentrations (All Pathways).

**EOSC 496 | RESEARCH****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Students develop and/or assist in research projects in various fields of environmental studies under the supervision of a faculty member in Environmental and Ocean Sciences Studies.

**EOSC 498 | INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Experience in the practical and experimental application of environmental and ocean sciences. Students will be involved in projects conducted by researchers, agencies and institutions outside the university, such as state parks, government agencies, research facilities, or environmental industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. The department internship coordinator should be consulted before beginning an internship. Taking one unit in two or more consecutive semesters is recommended, but variations can be arranged in advance with the Internship instructor or the chair of Environmental and Ocean Sciences. A maximum of three internship units can be earned toward fulfillment of the requirements of the major. Every semester.

**EOSC 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Independent study designed for individual student needs.

## Ethnic Studies

### Chair

May Fu, PhD

### Core Faculty

Josen Diaz, PhD

Angel Hinz, PhD

Persephone Lewis, MA, Tribal Liaison, Professor of Practice

Jesse Mills, PhD

Gail Perez, PhD, Emerita

Alberto López Pulido, PhD

### Affiliated Faculty

Jamall Calloway, PhD, Theology and Religious Studies

Michelle Madsen Camacho, PhD, Sociology

Evelyn Diaz Cruz, MFA, Theatre

Thomas E. Reifer, PhD, Sociology

Sandra Sgoutas-Emch, PhD, Psychological Sciences

T.J. Tallie, PhD, History

Karen Teel, PhD, Theology and Religious Studies

## The Ethnic Studies Major

The Department of Ethnic Studies is a vibrant, interdisciplinary program that examines the historical, cultural and social dynamics of race and ethnicity in the United States using comparative, intersectional, transnational, and decolonizing methods. We acknowledge that USD is built on Kumeyaay Indigenous homelands and are especially committed to engaging decolonizing methodologies. Our academic and community-based knowledge curriculum addresses the lives, labor, and cultures of communities of color through ethnic-specific and comparative lenses while inviting students to engage with power, equity, and social justice issues in applied ways. We aim to bridge academic and community knowledges in order to serve the needs of local, tribal, and trans/national communities. Our majors are well prepared for careers in law, education, business, social work, counseling, public health, politics, and graduate study in ethnic studies and related fields.

## Preparation for the Major

Code	Title	Units
<b>Lower-Division Courses</b>		
ETHN 100	Intro to Ethnic Studies	3
Select two of the following:		6
ETHN 220	Introduction To African-American Studies	
ETHN 230	Introduction To American Indian Studies	
ETHN 240	Introduction To Chicano/Latino Studies	
ETHN 250	Introduction To Asian American Studies	
ETHN 294	Special Topics in Ethnic Studies	
<b>Total Units</b>		<b>9</b>

## Major Requirements

The major is interdisciplinary and requires 24 units of upper-division coursework. All students must:

- take at least two courses from different ethnic-specific core course areas not covered at the Lower-Division Level.
- and at least two courses from the Comparative Ethnic Studies core course area (360-369, or 460-469),
- Coursework will culminate in the capstone course, ETHN 495, a community-based research seminar.

Additional courses generated each semester by the department may also be applicable.

The curriculum layout is as follows:

Code	Title	Units
<b>Core Course Areas</b>		
Select at least one course from each of two different ethnic-specific areas below:		6
African American Studies		

ETHN 321C	African American Panethnicity	
ETHN 322	African American Civil Rights	
ETHN 323	African American Music and Culture	
American Indian Studies		
ETHN 331	Gender in Native America	
ETHN 332	American Indian Health and Spirituality	
ETHN 333	Indigenous Decolonization	
Chicano/Latino Studies		
ETHN 343	Chicano San Diego	
Asian American Studies		
ETHN 355	Asian American Social Movements	
Comparative Ethnic Studies		
Select at least two of the following:		6
ETHN 360	Race, Religion and Social Justice	
ETHN 361	Immigration at US-Mexico Border: Ethnicity, Race & Gender	
ETHN 362	Ethnicity and Cinema	
ETHN 363	Race and U.S. Social Movements	
ETHN 364	Race, Class and Gender	
ETHN 365	U.S. Women Of Color Theory And Activism	
ETHN 366	Race and Performance	
ETHN 367	Race and Globalization	
Electives		12
Four ETHN courses (12 units), at least nine units must be upper-division		
<b>Capstone Course</b>		
ETHN 495	Capstone Seminar	3
<b>Total Units</b>		<b>27</b>

## The Ethnic Studies Minor

The Ethnic Studies minor is an 18-unit program, consisting of 6 Lower-Division Units and 12 Upper-Division Units, including the following:

Code	Title	Units
ETHN 100	Intro to Ethnic Studies	3
Select one of the following:		3
ETHN 220	Introduction To African-American Studies	
ETHN 230	Introduction To American Indian Studies	
ETHN 240	Introduction To Chicano/Latino Studies	
ETHN 250	Introduction To Asian American Studies	
12 units of elective coursework <sup>1</sup>		12

<sup>1</sup> Students must take at least one course that is comparative (ETHN 360-369, 460-469) and at least one with an ethnic-specific emphasis that is different from the course taken at the Lower-Division Level (requirement #2). One course must be a "C" community-based or community service-learning course.

**ETHN 100 | INTRO TO ETHNIC STUDIES****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area, Domestic Diversity level 1**

A course that introduces students to the interdisciplinary field of Ethnic Studies. Using a comparative and historical perspective, students will examine the languages, family structures, spiritual traditions, economic and social issues, political aspirations, and values of diverse groups within the United States. Emphasis will be on African-Americans, Asian/Pacific Islanders, Chicanos/Latinos, and Native Americans, but other groups are also discussed. Students may not receive credit for taking both ETHN 100D and ETHN 100.

**ETHN 220 | INTRODUCTION TO AFRICAN-AMERICAN STUDIES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

A survey course on the interdisciplinary field of African-American Studies. Students will learn basics of African-American history and culture in order to understand contemporary problems and conditions facing African-Americans. Banner equivalent to ETHN 220D. Students may not receive credit for completing both ETHN 220D and 220.

**ETHN 230 | INTRODUCTION TO AMERICAN INDIAN STUDIES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

This course introduces students to the field of American Indian Studies. Students engage scholarly work, film, popular press texts, and attend community events to learn about American Indian people and the current and historical forces that shape modern-day realities for American Indians. Banner equivalent to ETHN 230D. Students may not receive credit for taking both ETHN 230D and ETHN 230.

**ETHN 240 | INTRODUCTION TO CHICANO/LATINO STUDIES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

This course is an introductory survey of the field of Chicano/Latino Studies. Emphasis is placed on the historical development of the Chicano/Latino people including their Mesoamerican roots, cultural identification, political activities, and their contemporary roles and influence in United States culture, society and economy. Banner equivalent to ETHN 240D. Students may not receive credit for taking both ETHN 240D and ETHN 240.

**ETHN 250 | INTRODUCTION TO ASIAN AMERICAN STUDIES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

A survey course on the interdisciplinary field of Asian American Studies. Students will learn basics of Asian American history, literature, and culture to understand historical and contemporary problems and conditions facing Asian Americans. Banner equivalent to ETHN 250D. Students may not receive credit for taking both ETHN 250D and ETHN 250.

**ETHN 294 | SPECIAL TOPICS IN ETHNIC STUDIES****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An in-depth analysis of selected contemporary and special topics in ethnic studies at the lower division with specific course content to be determined by particular interest and expertise of instructor and students. May be repeated for credit with different course content. (Offered on demand).

**ETHN 321C | AFRICAN AMERICAN PANETHNICITY****Units: 3****Non-Core Attributes: Community Engagement, Diversity-Pre F17 CORE**

Panethnicity in the United States is the process in which people from varying cultural backgrounds and diverse ethnicities come to occupy larger-scale group identities based on racial classification. African-American communities and identities have historically been panethnic, comprised of individuals from various ethnic groups and migration histories complete with different languages, traditions, religions, and cultures. This course examines the intra-racial dynamics of African-American panethnic communities and identities in theoretical, historical, and community-based terms. Special emphasis will be given to engagement with community members around USD through guest speakers and involvement in community events.

**ETHN 322 | AFRICAN AMERICAN CIVIL RIGHTS****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course examines African-American perspectives on civil rights in the United States foregrounding local, national, and international American cultural politics, race dynamics, and power. Utilizing interdisciplinary approaches of literature, political science, sociology, and history, we will survey the twentieth century Golden Age of civil rights and examine the state of African-American social justice activism today.

**ETHN 323 | AFRICAN AMERICAN MUSIC AND CULTURE****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course provides a historically grounded investigation of African-American music and culture with specific emphasis on the United States and African Diaspora in the Americas. Topics of study may include an overview of the study of African-American music; problems in defining, theorizing, and talking about black music; black music and the cultural politics of race, class, and gender; and exploration of the various musical genres and styles (i.e. spirituals, gospel, blues, "art" music, jazz, and hip hop) that impact other aspects of African-American expressive culture — art, religion/spirituality, aesthetics, and worldview.

**ETHN 331 | GENDER IN NATIVE AMERICA****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course examines gender as a social institution and its implications at both the micro (personal) and macro (societal) levels. Social, political, and historical implications for the intersections of racialized, classed, and gendered identities will be critiqued. Special attention will be paid to gender and traditional indigenous cultures and how gender relations and formations change within a colonial (historic and contemporary) U.S. context.

**ETHN 332 | AMERICAN INDIAN HEALTH AND SPIRITUALITY****Units: 3 Repeatability: No**

This class examines indigenous conceptions of health and spirituality. The theory of historical trauma and the concept of soul wound are especially important analytical tools. Students in this course will ask and answer the following question: how do culture, history, and social problems influence one's health and spirituality? Students will study the influence of the social institutions of education, religion, and the economy as indigenous peoples continue to shape the meaning of wellness in their lives. Varying traditions of healing will be examined, including the role of sacred foods in healing processes.



**ETHN 333 | INDIGENOUS DECOLONIZATION****Units: 3**

Indigenous studies scholars use the term “decolonization” to analyze the ways in which Indigenous peoples and their allies are using traditional Indigenous cultural teachings to advocate for social change within their communities and broader society. Key to this decolonizing framework is the idea that Indigenous cultural revitalization can help Indigenous communities protect their minds, bodies, and lands so that healthy Indigenous communities can be restored. In this class we will discuss definitions of decolonization and examine the ways in which Indigenous communities have used the term to guide their own cultural revitalization work across diverse settings such as: Maori and Hawaiian language nests, Indigenous museums, Indigenous cultural expression, and American Indian/Alaska Native legal studies.

**ETHN 343 | CHICANO SAN DIEGO****Units: 3 Repeatability: No**

This course explores Chicano/Latino experiences in San Diego and the U.S. Borderlands. It examines how racial and ethnic identities are shaped by historical, political, economic, cultural, sacred, and linguistic dimensions that inform Chicano/Latino cultures and communities.

**ETHN 355 | ASIAN AMERICAN SOCIAL MOVEMENTS****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course examines Asian American social movements from the 19th century to the present. Students will learn about the theories and practices that shaped Asian American activism and community organizing.

**ETHN 360 | RACE, RELIGION AND SOCIAL JUSTICE****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course examines the relationship between issues of social justice, race, and the role of religion (the sacred) in guiding us toward a more just and humane society.

**ETHN 361 | IMMIGRATION AT US-MEXICO BORDER: ETHNICITY, RACE & GENDER****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

In this course we will look at the United States-Mexico border as a scenario for emerging and contested ethnic, racial and gender identities. Drawing on the experiences of the distinct ethnic and racial groups that came to inhabit the area -- namely Native Americans, Spaniards, Mexicans, Anglo Americans, African-Americans and Asians.

**ETHN 362 | ETHNICITY AND CINEMA****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course uses a comparative, analytical, and critical approach to the study of ethnicity and to the relationship between cinematic representations and the experiences of racialized communities. The course includes examination of multiple dimensions of media stereotypes, film history and theory, and the ways filmmakers of various ethnic and national backgrounds respond to and through mainstream cinemas. Students to engage in film analysis that is informed by an understanding of the politics of representation and the historically situated conditions of cinematic production.

**ETHN 363 | RACE AND U.S. SOCIAL MOVEMENTS****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course examines the relationship between race and social movements in the United States. Students will learn about how communities of color have organized grassroots movements for social, economic, and political equity.

**ETHN 364 | RACE, CLASS AND GENDER****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course examines the intersectionality of race, class, gender, and sexuality. Students will learn how communities of color are structured by these categories of difference and how they have generated expansive identities, cultures, and epistemologies from them.

**ETHN 365 | U.S. WOMEN OF COLOR THEORY AND ACTIVISM****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This interdisciplinary course traces the development of US Women of Color feminist theory and its impact on contemporary grassroots activism and social movements.

**ETHN 366 | RACE AND PERFORMANCE****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course provides grounding in performance theory and comparative ethnic studies. Performance analysis offers a powerful interpretive framework for engaging the social construction, fluidity, and hybridity of identities, and the tactics and strategies of social change. Students will develop skills in decoding meanings produced by racialized bodies and acts in staged contexts, as well as the construction of race and identity through “performances” in everyday life.

**ETHN 367 | RACE AND GLOBALIZATION****Units: 3****Core Attributes: Global Diversity level 2**

This course offers a transnational perspective to the study of race, colonialism, power, society, and social justice. Investigating issues of global migration, labor, neoliberal economics, and national security, it both contextualizes and challenges popular understandings of globalization.

**ETHN 494 | SPECIAL TOPICS IN ETHNIC STUDIES****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

An in-depth analysis of selected contemporary and special topics in ethnic studies, with specific course content to be determined by particular interest and expertise of instructor and students. May be repeated for credit with different course content. (Offered on demand).

**ETHN 495 | CAPSTONE SEMINAR****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Advanced Integration****Non-Core Attributes: Community Engagement**

A seminar devoted to advanced study in the field. Students will conduct community-based research, applying theoretical perspectives to experiences with various local groups, organizations, collectives, or neighborhoods. The course is equivalent to a senior thesis project.

**ETHN 498 | INTERNSHIP IN ETHNIC STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Practical experience in applied ethnic studies. Students will be involved in projects conducted by agencies and institutions outside the university, such as community based organizations, grassroots leadership and organizing efforts, government agencies, and community partners of the Ethnic Studies Department. Enrollment is arranged on an individual basis according to a student’s interest and background, and is dependent on positions available and faculty approval. The department internship coordinator or chair should be consulted before beginning an internship. Taking one unit in two or more consecutive semesters is recommended, but variations can be arranged in advance with the instructor or the chair of Ethnic Studies. A maximum of three internship units can be earned toward fulfillment of the requirements of the major.

**ETHN 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Diversity-Pre F17 CORE**

Individual study and written research.

## Film Studies

### Program Directors

Victoria Fu, MFA, Art, Architecture + Art History

Eric Pierson, PhD, Communication Studies

### Affiliated Faculty

Ryan Abrecht, PhD, History

Hugh Burkhart, MA, MLS, Copley Library

Mary Hotz, RSCJ, PhD, English

Mei Yang, PhD, Languages, Cultures and Literatures

Sally Yard, PhD, Art, Architecture + Art History

The Film Studies minor includes an interdisciplinary study of film across departments. This approach is particularly apt, given film's status as a diverse and multivalent cultural and aesthetic form. The program includes multiple disciplines and is transnational in scope, giving the study of film a breadth and richness that is impossible to provide within just a single department. This approach also helps students to develop a critical literacy of many types of moving image media, as film today can no longer be singularly defined as the Hollywood feature film.

The intellectual and academic study of film is almost as old the medium itself. Early filmmakers engaged in scholarly writings about the practice and philosophy of cinema. Pioneering practitioners engaged in the public justification and legitimacy of the emerging art. Film clubs and societies developed around the world to publish film-centered discussions of the new art. As the discussions progressed and spread to university courses and programs, distinctive models of film theory and criticism emerged as well as an idiosyncratic language of film. The new study of film established paradigms able to illuminate the human condition in unique and compelling ways. The value of film studies is now widely recognized and the intellectual discussion of film is firmly embedded in curriculum of most universities.

Students are required to complete two Film Studies courses and 12 additional units from at least two different departments in the College of Arts and Sciences.

### The Film Studies Minor

18 units total, including at least 9 upper-division units. The minor requires two Film Studies courses (FILM 101, FILM 301). The other four courses must be taken from at least two of the following departments: Art, Architecture + Art History; Communication Studies; English; History; and Languages, Cultures and Literatures.

Code	Title	Units
Students are required to take the following:		
FILM 101	Introduction to Cinema	3
FILM 301	Introduction to Film Theory	3
Select at least 12 units from the following list. Courses must be taken from at least two different departments. At least six units must be upper-division.		

**Art, Architecture + Art History**

ARTH 345	The Avant-Garde and Mass Culture: Art and Politics
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ARTH 355	Architecture and Film: The Space of the Screen
ARTH 356	Race, Ethnicity, Art and Film
ARTH 494	Special Topics in Art History *
ARTV 108	Introduction to Film / Video
ARTV 308	Virtual Reality and 3D Studio
ARTV 320	Intermediate Film / Video
ARTV 324	Advanced Film / Video

\*Not all ARTH 494 courses are film courses. Students should select a film-related course. Previous offerings include Global Art Cinema. Consult with the FILM director.

**Communication Studies**

COMM 432	Film and Cultural Politics
COMM 433	American Independent Cinema
COMM 434	Documentary Film
COMM 435	
COMM 485	

**English**

ENGL 372	Film Studies
ENGL 385	Topics in Creative Writing *

\*Not all ENGL 385 courses are film courses. Consult with the FILM director.

**History**

HIST 155	Topics in History, Literature, and Film
HIST 362	Topics in Latin America History *
HIST 375	Topics in U.S. History *

\*Not all HIST 362 and HIST 375 courses are film courses. Consult with the FILM director.

**Languages, Cultures and Literatures**

LANG 194	Special Topics in Language, Literature and Culture *
CHIN 347	Chinese Cinema: Postsocialism and Modernity
FREN 394	Topics in Language, Literature, or Culture *
ITAL 403	Studies in Italian Film
SPAN 427	Studies in 20th and 21st Century Peninsular Literature and Culture *
SPAN 430	Studies in Hispanic Film

\*Not all LANG 194, FREN 394 and SPAN 427 courses are film courses. Students should select a film-related course. Consult with the FILM director.

**Total Units** **18**

Relevant 194/294/394/494 and topics courses or Honors courses in Art History, Chinese, Communication Studies, English, Ethnic Studies, French, Italian, Spanish or Visual Arts, to be approved by the program director, may also satisfy requirements for the Film Studies minor.

**FILM 101 | INTRODUCTION TO CINEMA****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course is an introduction to film form and the historical, industrial, and cultural contexts that make form significant for analysis. This class aims to equip students to look purposefully, critically and contextually at the moving image, mindful of the ways that meaning is produced and received.

FILM 301 | INTRODUCTION TO FILM THEORY

Units: 3 Repeatability: No

Prerequisites: FILM 101 or ARTH 144

A survey of the major concepts of film theory, this course emphasizes the ways that film engages the viewer through form, social meaning and the particularities of the brain and bodily senses. Screenings, lectures and texts examine the aesthetic, social, philosophical and psychological aspects of the cinematic medium, and include examples reflecting a transnational approach.

FILM 355 | ARCHITECTURE AND FILM: THE SPACE OF THE SCREEN

Units: 3 Repeatability: No

Core Attributes: Advanced Integration, Artistic Inquiry area

This seminar examines representations of space, built environments and psychological landscapes in cinema. From the perspectives of both architecture and film studies, the course explores how film renders physical space on a two-dimensional screen by aesthetic and technical means to convey our fears and desires. So, too, artists have similarly tackled the layered spaces of the screen in moving image artworks that probe at the porous boundaries between virtual and real space. Reading discussions, screenings and project critiques delineate the architectural framing of space and time within a cinematic context—and ultimately, question the relationship between cinema, architecture, perception and the body. Students may not receive credit for taking more than one of ARCH 355, ARTH 355, FILM 355.

History Chair

Michael Gonzalez, PhD

Faculty

Ryan Abrecht, PhD

Thomas Barton, PhD

Colin Fisher, PhD

Molly McClain, PhD

Channon Miller, PhD

Clara Oberle, PhD

Kenneth P. Serbin, PhD

Kathryn Statler, PhD

T.J. Tallie, PhD

Yi Sun, PhD

Explore the past, understand the present and plan for the future in a global society.

The outstanding faculty in the history department are not only innovative researchers but excellent and inspiring teachers dedicated to helping students master important skills that will serve them for the rest of their life. In the history major, USD students learn how to write and speak with precision, use evidence effectively, make convincing arguments and place current events in historical context.

After graduating, USD history majors have gone on to graduate programs in law, business, medicine, urban planning, and history. They have also used their history degree to pursue successful and rewarding careers in law, business, teaching (at the college, high school, and elementary school levels), public service (including

politics, public administration, foreign service, public policy analysis, public health, and urban planning) and museum historical preservation work.

The History Major

Code	Title	Units
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Lower-Division Preparation for the Major (9 units)

Select 6 units of lower-division history classes:		6
HIST 102	The Ancient World	
HIST 103	The Medieval World	
HIST 108	The Atlantic World 1500-1800	
HIST 109	The Pacific World, 1500-1800	
HIST 110	World History Topics	
HIST 115	Topics in War and Peace in Historical Perspective	
HIST 116	War and Peace in the Modern World	
HIST 117	U.S. History to 1877	
HIST 118	U.S. History, 1877 to the Present	
HIST 120	U.S. History Topics	
HIST 121	Africa to 1800	
HIST 122	Africa Since 1800	
HIST 125	Race and Ethnicity in the American Experience	
HIST 126	American Women in History	
HIST 128	African American History	
HIST 130	East Asia in Transformation	
HIST 135	Topics in the History of Culture and Identity	
HIST 140	Modern Europe	
HIST 145	Topics in Urban History	
HIST 150	Topics in Comparative History	
HIST 155	Topics in History, Literature, and Film	
HIST 160	Topics in History of Science and Technology	
HIST 170	Big History: From Cosmos to Cannibals	
HIST 171	Modern World History	
HIST 172	Fundamentals of Africana Studies I	
HIST 180	Great Moments in Time	
HIST 190	Topics in World History	
HIST 191	Topics in European History	
HIST 192	Topics in U.S. History	
HIST 194	Special Topics in History	

The Historian's Craft Requirement

Take this class your sophomore year		
HIST 200	The Historian's Craft	3

Upper-Division Major Requirements (28 units)

Select 24 units of upper-division history courses		24
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Senior Thesis Requirement

The following courses must be taken consecutively during the senior year (if you plan on graduating in December, please speak to your advisor):

HIST 490	Introduction To Senior Seminar	1
HIST 495	Senior Research Seminar	3

U.S. History Requirement

Students must take at least one lower-division or upper-division class in US history.

HIST 117	U.S. History to 1877	
HIST 118	U.S. History, 1877 to the Present	
HIST 120	U.S. History Topics	

HIST 125	Race and Ethnicity in the American Experience
HIST 126	American Women in History
HIST 128	African American History
HIST 192	Topics in U.S. History
HIST 339	Americans in Paris through War and Peace
HIST 349	The Vietnam Wars
HIST 370	U.S. Environmental History
HIST 372	United States-East Asia Relations
HIST 373	Armed Conflict and American Society
HIST 374	Civil War and Reconstruction
HIST 375	Topics in U.S. History
HIST 376	U.S. Foreign Relations in the Long 19th Century
HIST 377	Twentieth Century U.S. Foreign Relations
HIST 380	History of the American West
HIST 381	American Indian History
HIST 383	Chicano/a/x History
HIST 385	African American Women
HIST 388	Art and Architecture in California
HIST 389	History of California
HIST 392	History in the Community
HIST 393	Museum Studies and Historic Preservation

#### Geographic Requirements

Students must take at least one lower-division or upper-division class in at least three of the seven geographical areas: Latin America/Caribbean; Europe; Africa; Middle East/South Asia; East Asia; Oceania; Global/Transnational.

#### Latin America/Caribbean

HIST 361	Modern Latin America
HIST 362	Topics in Latin America History
HIST 363	History of Brazil
HIST 382	The Spanish Southwest
HIST 383	Chicano/a/x History
HIST 384	History of Mexico
HIST 389	History of California

#### Europe

HIST 103	The Medieval World
HIST 140	Modern Europe
HIST 191	Topics in European History
HIST 311	Greek Civilization
HIST 312	Roman Civilization
HIST 321	The Fall of the Roman Empire
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450
HIST 323	
HIST 324	Christians, Muslims and Jews in Medieval Spain
HIST 331	The Global Renaissance
HIST 332	Role-Playing the Renaissance
HIST 333	Europe 1600-1800
HIST 335	The Victorians in Literature & Film
HIST 339	Americans in Paris through War and Peace
HIST 340	World War I
HIST 341	World War II
HIST 342	From Subjects to Citizens: Nation Building in France and India

HIST 343	History of Germany Since 1945
HIST 346	Topics in Medieval and Early Modern Europe
HIST 347	Topics in Modern Europe
HIST 348	France in Revolution and War
HIST 350	England 1348-1688: Plague to Revolution
HIST 351	Modern Britain
HIST 352	Victorian Britain and the World
HIST 353	Topics in Russian and East European History
HIST 354	History of Spain

#### Africa

HIST 121	Africa to 1800
HIST 122	Africa Since 1800
HIST 172	Fundamentals of Africana Studies I
HIST 302	History of South Africa
HIST 303	African Feminisms: History, Negotiation, Belonging
HIST 304	Africa in the Western Imagination
HIST 305	Queering Colonialism: Bodies, Negotiation, Belonging

#### Middle East/South Asia

HIST 342	From Subjects to Citizens: Nation Building in France and India
HIST 355	Ancient Near East
HIST 359	Modern Middle East

#### East Asia

HIST 130	East Asia in Transformation
HIST 349	The Vietnam Wars
HIST 364	Topics in Asian History
HIST 365	China: Rise to Global Power
HIST 366	Japan: Samurai to Subaru
HIST 367	Women's Lives in East Asia
HIST 372	United States-East Asia Relations

#### Oceania

HIST 109	The Pacific World, 1500-1800
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#### Global/Transnational

HIST 102	The Ancient World
HIST 108	The Atlantic World 1500-1800
HIST 109	The Pacific World, 1500-1800
HIST 110	World History Topics
HIST 115	Topics in War and Peace in Historical Perspective
HIST 116	War and Peace in the Modern World
HIST 170	Big History: From Cosmos to Cannibals
HIST 171	Modern World History
HIST 190	Topics in World History
HIST 303	African Feminisms: History, Negotiation, Belonging
HIST 305	Queering Colonialism: Bodies, Negotiation, Belonging
HIST 340	World War I
HIST 341	World War II
HIST 373	Armed Conflict and American Society
HIST 376	U.S. Foreign Relations in the Long 19th Century
HIST 377	Twentieth Century U.S. Foreign Relations
HIST 378	The History of World War I and World War II through Literature and Film



HIST 352	Victorian Britain and the World
<b>Total Units</b>	<b>37</b>

Students should plan their upper-division courses in consultation with their major advisor.

Students can choose to do an internship (HIST 398, HIST 498) at one of the many museums and historical societies located in San Diego, or they can work as a research assistant (HIST 496) on a faculty project. Students can also opt to take an Independent Study (HIST 499), a tutorial with a faculty member on a specialized topic. These three classes can be taken for one, two, or three units. Students interested in teaching as a career should take (HIST 492), one unit of history tutoring in City Heights.

At least 15 of the 28 upper-division units must be taken at USD. No more than 6 non-USD units taken abroad will be accepted for credit toward the history major.

## *Recommended Program of Study, History*

### **Freshman Year**

<b>Semester I</b>	<b>Units</b>
Lower Division HIST	3
CC or electives	9-10

### **Semester II**

Lower Division HIST	3
CC or electives	12-13

### **Sophomore Year**

#### **Semester I**

HIST 200	The Historian's Craft	3
CC or electives		12-13
Upper Division HIST		3

#### **Semester II**

CC or electives	15-16
Upper Division HIST	6

### **Junior Year**

#### **Semester I**

Upper Division HIST	6
CC or electives	9-10

#### **Semester II**

Upper Division HIST	6
CC or electives	9-10

### **Senior Year**

#### **Semester I**

HIST 490	Introduction To Senior Seminar	1
Upper Division HIST		3
CC or electives		9

#### **Semester II**

HIST 495	Senior Research Seminar	3
Upper Division HIST		3
Electives		9

## *The History Minor*

<b>Code</b>	<b>Title</b>	<b>Units</b>
Choose courses in consultation with a faculty advisor in History		
Select 6 units of lower-division HIST courses		6
Select 12 units of upper-division HIST courses		12

Note: For graduate courses in History, or a Master of Arts in Teaching (MAT), see the current Graduate Catalog.

### **HIST 102 | THE ANCIENT WORLD**

#### **Units: 3 Repeatability: No**

#### **Core Attributes: First Yr Integration (LC Only), Historical Inquiry area**

This course explores the emergence and development of civilization in the Mediterranean world from the first appearance of cities around 3000 B.C.E. to the transformation of the Roman Empire in the fourth century C.E. We will examine how ancient ideas, empires, social structures, art, literature, and religious beliefs emerged in response to the challenges that confronted ancient people as their world expanded and changed. Topics include empire, religion, gender roles, barbarians, slavery, democracy, warfare, diplomacy, and inter-regional trade and contact.

### **HIST 103 | THE MEDIEVAL WORLD**

#### **Units: 3**

#### **Core Attributes: Historical Inquiry area**

This course explores the tensions and transformations in European society between A.D. 300 and 1500, as well as points of contact between medieval societies within Europe itself, across the Mediterranean, and beyond. Topics include the Fall of the Roman Empire, Byzantium, the rise of Islam, Vikings, Mongols, social crisis and disorder, plague, the Norman Conquest of England, the Crusades, troubadours, saints, the medieval Papacy, medieval Christianity and its heresies, monasticism, the revival of classical learning, and voyages of exploration and discovery.

### **HIST 108 | THE ATLANTIC WORLD 1500-1800**

#### **Units: 3**

#### **Core Attributes: Historical Inquiry area**

Drawing together the histories of four continents – Europe, Africa, North America, and South America – this course explores the nature and meaning of the new Atlantic world created by the interaction of the peoples of the old and new worlds. It examines the Atlantic world through the experiences of the men and women – European, African, and Native-American – who inhabited it from the mid-15th century through about 1820. Students will learn about the often volatile and constantly shifting mixture of people and pathogens, of labor systems and crops, and of nations, empires, and subjects that contributed to the painful and unexpected emergence of this new Atlantic community. They will also explore the unique transnational and multicultural character of this region.

### **HIST 109 | THE PACIFIC WORLD, 1500-1800**

#### **Units: 3**

#### **Core Attributes: Historical Inquiry area**

This course focuses on the discovery and exploration of the Pacific World – including Australia and New Zealand, the Philippines, Micronesia, Melanesia, Polynesia, Hawaii, Alaska, and the Americas – from 1500 to 1820. It looks at the ways in which disease, migration, trade, and war drew together vast, diverse collections of human beings from around the globe: Russian fur traders, Spanish missionaries, Japanese fishermen, French and Spanish explorers, British naval officers, German naturalists, Tahitian translators, Aleutian hunters, Polynesian navigators, and Yankee merchants. Students will have the opportunity to explore the incorporation of this unique transnational and multicultural region into a world economy.

**HIST 110 | WORLD HISTORY TOPICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: First Yr Integration (LC Only), Historical Inquiry area**

This course focuses on a particular topic in world history. Students may repeat the course for credit when the topic changes.

**HIST 115 | TOPICS IN WAR AND PEACE IN HISTORICAL PERSPECTIVE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: First Yr Integration (LC Only), Historical Inquiry area**

This course offers students an in-depth look at the underlying causes of war, revolution, terrorism, and genocide in modern world history. Students think critically about justice and human rights, nonviolence, military necessity, and the value of political community. Topics may include “The Origins of Terrorism in the Modern World” and “The Vietnam War,” among others. Students may repeat the course for credit when the topic changes.

**HIST 116 | WAR AND PEACE IN THE MODERN WORLD****Units: 3****Core Attributes: Historical Inquiry area**

The ending of the Cold War seemed to promise a new world order characterized by respect for human rights, principles of democracy, and the rule of law. Instead, we enter the 21st century plagued by global conflict and burdened by spasms of terrorism, radical nationalism, ethnic cleansing, a growing gap between rich and poor, and the proliferation of nuclear and biological weapons. Where did these problems arise and why have they not gone away? Furthermore, how have societies gone about managing conflict and sustaining peace over the past two hundred years or so? This class will assist students in gaining historical perspective on these questions by exploring the underlying causes of war, revolution, terrorism, and genocide in modern world history. The course will begin with an analysis of the contemporary scene and then back up to explore the historical evolution of conflict and its resolution since the era of revolutionary France. Utilizing a global perspective, students will analyze the strengths and weaknesses of various attempts at managing and resolving conflict in the modern world. (Meets lower division requirement for the Peace and Justice Studies minor).

**HIST 117 | U.S. HISTORY TO 1877****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course is a survey of American history from pre-colonial times through Reconstruction. It explores a wide variety of factors (economic, political, social, and cultural) that shaped the formation of the United States. Core themes include the Revolution, the Constitution, the Civil War, conflicts with indigenous peoples, the emergence of a market society, racial slavery, the place of women, geographic expansion, popular protest, and elite rule. The course challenges commonly held beliefs about the past and it encourages students to examine the veracity of popular beliefs about American history.

**HIST 118 | U.S. HISTORY, 1877 TO THE PRESENT****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course is designed to explore America's historical development from the Reconstruction era to the present. It explores a wide variety of factors (political, economic, social, and cultural) that contributed to the creation of a multicultural industrial society and that shaped America's emergence as a world power. We will analyze key issues such as the changing relationships between government and the governed; the growth of a strong central state; the creation of a modern industrial economy; the evolution of an increasingly heterogeneous society; the country's development into a world power; the Cold War at home and abroad; and the origins and consequences of the Vietnam War.

**HIST 120 | U.S. HISTORY TOPICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Historical Inquiry area**

This course focuses on a particular topic in U.S. History.

**HIST 121 | AFRICA TO 1800****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 1**

Examination of the history and historiography of Africa from the origins of humankind to the abolition of the trans-Atlantic slave trade. Topics include human evolution in Africa, development of agriculture and pastoralism, ancient civilizations of the Nile, African participation in the spread of Christianity and Islam, empires of West Africa, Swahili city-states, and African participation in the economic and biological exchanges that transformed the Atlantic world.

**HIST 122 | AFRICA SINCE 1800****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 1**

Examination of the history and historiography of Africa from the abolition of the trans-Atlantic slave trade to the present. Topics include precolonial states and societies, European colonial intrusions and African responses, development of modern political and social movements, decolonization, and the history of independent African nation-states during the Cold War and into the 21st century.

**HIST 125 | RACE AND ETHNICITY IN THE AMERICAN EXPERIENCE****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Domestic Diversity level 1**

This course provides students with a basic understanding of how race and ethnicity have influenced American society from the colonial period to the present. Students will be exposed to a variety of topics and historical events that will help explain how and why Americans' attitudes about racial and ethnic differences changed over time. They also will look at how these attitudes have affected the nation's major immigrant and racial minority populations. Finally, the course will examine how ideas and attitudes about race affected major societal institutions and social policies in the United States.

**HIST 126 | AMERICAN WOMEN IN HISTORY****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Domestic Diversity level 1**

This course seeks to explore women's history in the United States with an eye toward the cultural, social, economic, and political realities of women of color. With a particular focus on Native American, Latina American, African American, and Asian American women, the course explores ways the makings and manifestations of gender and womanhood in America when race, ethnicity, and nationality are markers of inequality. Drawing from the accounts of women of color, coupled with a variety of scholarly, literary, and visual texts the course investigates the various power structures that have long regulated their lives and the ways in which these systems of oppression evolve and shift as they cross ethnic lines. Critically important, the course grapples with how women of color have imagined, voiced, and crafted spaces of resistance, freedom, and justice. Across a range of epochs that extend from the 16th to the 21st centuries we will trace this history by way of the following themes: “Colonization and Bondage,” “Migration, Exiles, and Citizenship,” “Labor,” “Sexual Violence,” “Motherhood and Reproduction,” “Civil Rights and Feminism,” as well as “Culture.”

**HIST 128 | AFRICAN AMERICAN HISTORY****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Domestic Diversity level 1**

This course examines the history of African Americans from the ascendance of slavery on the West African coast to black life on the contemporary racial landscape. Who are African Americans? What realities, socio-political ideologies, and cultural practices ground African-descended people? How has and does inequality unfold in the lives of African Americans and systematic mechanisms catapult their perpetual marginalization? Through what means have black communities resisted oppression and how have these methods changed overtime? How do the positionalities of African Americans evolve across gender, class, ethnic, and regional lines? What does the black experience reveal about the pronounced American values of racial transcendence, as well as master historical narratives? How have African Americans created and influenced the contours of American society? Together, we will strive to answer these questions. Together, we will concern ourselves with the fullness of black humanity.

**HIST 130 | EAST ASIA IN TRANSFORMATION****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Historical Inquiry area**

This course covers essential aspects of East Asian cultures and societies from a historical perspective, with a primary focus on China and Japan. It also analyzes the causes and consequences of the East-West contacts and conflicts, highlighting major events such as the Opium War, the U.S. opening of Japan, WWII in Asia, the Korean War, the Cold War as well as the current economic and cultural relations between East Asian countries and the United States. Through this class, students are expected to understand the cultural traditions of East Asia, the causal relationships between key historical events, the complexities of East Asia - U.S. relations and the role that East Asian countries are playing in today's changing world. (Lower division requirement for the Asian Studies minor).

**HIST 135 | TOPICS IN THE HISTORY OF CULTURE AND IDENTITY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course looks at the way in which race, gender, nationality, language, religious belief, and/or aesthetic values have shaped societies and peoples in the past. Topics may include "Magic in the Middle Ages," "History of American Food," and "Victorian Women," among others. Students may repeat the course for credit when the topic changes.

**HIST 140 | MODERN EUROPE****Units: 3****Core Attributes: First Yr Integration (LC Only), Historical Inquiry area**

This class explores the intellectual, social, and political changes that shaped the development of Europe from 1780 to the present. The course pays particular attention to the impact of Enlightenment ideas and questions of social justice. Topics include the French and the Industrial Revolutions; nationalism and the emergence of nation states; the rise of Marxism; high imperialism; the two world wars; totalitarian governments of the 20th century; comparative histories of everyday life; and European integration.

**HIST 145 | TOPICS IN URBAN HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Historical Inquiry area**

In this course, students study individual cities at unique moments in their historical development. Themes include the impact of the built environment on human experience, architecture as an expression of power, and the relationship between physical space and the development of community. Topics may include "Fin de Siècle Vienna" and "History of the American City," among others. Students may repeat the course for credit when the topic changes.

**HIST 150 | TOPICS IN COMPARATIVE HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: History-Pre F17 CORE**

This course will offer a comparative perspective on a significant historical topic, which will assist students in clarifying what is and what is not unique to a particular historical experience. Special emphasis will be given to critiquing the notion of American "exceptionalism." Topics may include "Comparative Frontiers," "The Ghost Dance in Comparative Perspective," "Comparative Imperialism," and "Women under Communism." Students may repeat the course for credit when the topic changes.

**HIST 155 | TOPICS IN HISTORY, LITERATURE, AND FILM****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course offers students the opportunity to evaluate literature and film as historical evidence, to understand cultural and social contexts of a given era or society, and/or to make arguments about the interpretation of important historical events. Topics may include "The American Western," "World War I and World War II through Literature and Film," "Latin America Through Film," "Modern China in Film," and "Ancient Rome in Literature and Film," among others.

**HIST 160 | TOPICS IN HISTORY OF SCIENCE AND TECHNOLOGY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: First Yr Integration (LC Only), Historical Inquiry area**

This course will explore the various facets of the development of technology ranging from tool making among hunter-gatherers to the biotechnological revolution of the 21st century. Students will examine ongoing processes of human innovation and their impact on the individual and society. Topics may include "Science, Technology, and Medicine in the Pre-Modern Era," "The Industrial Revolutions," "History of the Brain," and "The Biotechnological Revolution." Students may repeat the course for credit when the topic changes.

**HIST 170 | BIG HISTORY: FROM COSMOS TO CANNIBALS****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course focuses on major themes in the history of humanity from 100,000 B.C. to A.D. 1500. It considers the evolution of the human species, the formation of hunter-gatherer societies, and the rise of great civilizations. It looks at how authority was manifested in architecture, government, writing, religion, philosophy, arts, science, and technology. A comparative approach will illuminate how world cultures differ, what they share, how they are differentiated, and what they exchange in the making of the modern world. The emphasis is on non-Western peoples.

**HIST 171 | MODERN WORLD HISTORY****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course engages students in the study of modern world history in order to achieve a more critical and integrated understanding of global societies and cultures during the past five hundred years. Students will explore developments in Africa, Asia, the Americas, and Europe; consider the rise of the West after 1750; investigate the origins and outcomes of world war, revolution, and genocide in the 20th century; trace the disintegration of western empires after World War II; and ponder the global challenges of the post-Cold War era.

**HIST 172 | FUNDAMENTALS OF AFRICANA STUDIES I****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course focuses on the interconnections of people that have originated on the continent we know as Africa, and their journeys into the wider world. It is a story of triumph, of disaster, of hope and heartbreak and isolation. It is the story of violence and artistic brilliance, of success and destruction. It is the story of Africa, the diaspora, and the wider world. After taking this class, students should have a working knowledge of many of the major events of African history as well as developed necessary critical thinking and close reading skills. The writing component of the course will further teach students to synthesize their ideas into clear and well-supported arguments. A student leaving this course will be a better writer, a stronger arguer, and capable of making long-range connections between the peoples of Africa who have impacted our wider world. Cross-listed with AFST 100.

**HIST 180 | GREAT MOMENTS IN TIME****Units: 3 Repeatability: No****Core Attributes: Oral communication competency, Historical Inquiry area**

In this course, students play elaborate games set at moments of great historical change and/or controversy, using texts drawn from the history of ideas. Class sessions are run entirely by students; instructors advise and guide students and grade their oral and written work. These games, part of the award-winning pedagogy "Reacting to the Past," draw students into history, promote engagement with big ideas, and improve intellectual and academic skills. Students play two to three games over the course of the semester, selected from "The Threshold of Democracy: Athens in 403 B.C.," "Confucianism and the Wanli Emperor, 1587," "Patriots, Loyalists, and Revolution in New York City, 1775-76," "Charles Darwin and the Rise of Naturalism," "Art in Paris, 1888-89," and "Greenwich Village, 1913: Suffrage, Labor, and the New Woman," among others.

**HIST 190 | TOPICS IN WORLD HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Topics in World History. Students may repeat the course for credit when the topic changes.

**HIST 191 | TOPICS IN EUROPEAN HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Topics in European History. Students may repeat the course for credit when the topic changes.

**HIST 192 | TOPICS IN U.S. HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Topics in U.S. History. Students may repeat the course for credit when the topic changes.

**HIST 194 | SPECIAL TOPICS IN HISTORY****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Special Topics in History. Students may repeat the course for credit when the topic changes.

**HIST 200 | THE HISTORIAN'S CRAFT****Units: 3 Repeatability: No****Core Attributes: Oral communication competency, Historical Inquiry area**

This course, offered each semester, is required for all students who wish to be History majors and should be taken during sophomore year. The class will prepare students to be History majors. They will learn how to conduct historical research and be exposed to the various fields and schools of thought that will comprise the discipline of History. As part of their training as scholars, the students will learn how to write a 10-15 page research paper due at the end of the semester.

**HIST 302 | HISTORY OF SOUTH AFRICA****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 2**

This course aims to study the history of the country of South Africa with particular attention to both the uniqueness and the commonalities of its colonial history with other settler societies. Unlike other Anglophone settler colonies, South Africa never reached a demographic majority where white settlers became predominant. Instead, European settlers made fragile alliances against the African and Indian populations in their midst, solidifying a specific form of minority settler rule. This rule was crystallized in the near half-century of apartheid, the legal discrimination of the vast majority of the country for the benefit of a select few. Students emerge from this course as better scholars of a different society and of many of the historic pressures and struggles that are part of the history of the United States.

**HIST 303 | AFRICAN FEMINISMS: HISTORY, NEGOTIATION, BELONGING****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 2**

This course critically examines the idea of African feminisms by looking at many different intersections of time, place, and position for African women. This traces multiple ways in which African women have sought to challenge patriarchal roles in both precolonial and (post)colonial contexts. Students leave not with an understanding of a singular or aspirational African feminism but rather with an appreciation of the ways in which African women have and continue to challenge, reframe, and negotiate a variety of social and political positions.

**HIST 304 | AFRICA IN THE WESTERN IMAGINATION****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 2**

From benefit concerts to AIDS charities to study abroad literature, Africa is everywhere. And yet it is frequently explained only in absence or in suffering. Rather than being a place that is defined by what it is, often Africa is viewed by what it is not, and the term 'Afro-pessimism' has been coined by some to criticize such solely negative depictions of a vast and varied continent. What, then, is 'Africa': a location on a map, a geographical boundary? Who are 'Africans'? What does the idea mean and how is it used? This course draws on literature and popular culture to discuss the very idea of 'Africa' and how the concept has been created, redefined, re-imagined, and (de)constructed in differing times and spaces.

**HIST 305 | QUEERING COLONIALISM: BODIES, NEGOTIATION, BELONGING****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 2**

This course seeks to examine the many intersectional and overlapping threads in the histories of colonialism, gender, and sexuality. As authors like Achmat and Cohen have argued, colonialism has simultaneously supported and been supported by heteronormative, patriarchal, and white-supremacist regimes. This course looks at three avenues in which the 'normal' has been both created and contested in colonial histories: the body, belonging, and becoming. We read from a variety of disciplines, eras, and locations in order to understand how bodies can be made normal or 'queer.' We also examine how imperial structures of rule impact the daily lived experiences of people as they attempt to find spaces of belonging and potential for becoming part of a larger group, movement, or idea.

**HIST 309 | TOPICS IN AFRICAN HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

A critical study of issues confronting Africa in the post-colonial era. Alternating courses may include The Rise and Fall of Apartheid, The Aftermath of Decolonization, and War, Genocide, and Transitional Justice. Students may repeat the course for credit when the topic changes.



**HIST 311 | GREEK CIVILIZATION****Units: 3**

This course explores the emergence and development of Greek civilization from the time of the Minoans and Mycenaeans to the rise of Alexander the Great, with an emphasis on the Archaic and Classical periods. Students use the works of ancient Greek poets, historians, and thinkers together with art and archaeology to investigate Greek culture and society, as well as the origins and development of democracy, drama, and philosophy. Topics include the roles of women and slaves, Greek religion, colonization and resistance on Greece's borders, and the use of art as political propaganda.

**HIST 312 | ROMAN CIVILIZATION****Units: 3-4**

This class explores the emergence and development of Roman civilization from the foundation of the city of Rome to the legalization of Christian worship under the emperor Constantine, with an emphasis on society and culture in the early empire. Students use the works of ancient Roman poets, historians, and thinkers together with art and archaeology to investigate Roman culture and society, as well as the origin and development of republican government, imperialism, technological innovations, and literary and visual arts. Topics include the roles of women and slaves, Roman religion, imperialism and resistance on Rome's borders, and the use of art as political propaganda.

**HIST 321 | THE FALL OF THE ROMAN EMPIRE****Units: 3**

This class explores the later history of the Roman Empire from the splitting of the empire into "East" and "West" in the late 3rd century C.E. to the growing power of Arab dynasties in the 8th C.C.E. Questions to be explored include: in what ways did the Roman empire "fall," and in what ways did Roman traditions and practices continue? What were the roles of "barbarian" cultures during this time period? How did private life change? How did Paganism, Judaism, and Christianity interact with each other? In what ways did emperors and wealthy patrons use public buildings to increase their power? How do we know what we know about this time period?

**HIST 322 | CASTLES AND CRUSADES: MEDIEVAL EUROPE, 1050-1450****Units: 3-4**

This course examines violence, chaos, and the political and social crisis of medieval Europe. Students explore the transformation of Europe from an isolated, disordered, agricultural society to a powerful, wealthy, expansionist one. Topics include knights and peasants, the Crusades, heresy, plague, Marco Polo's travels to China, and the rise of Western European empires.

**HIST 324 | CHRISTIANS, MUSLIMS AND JEWS IN MEDIEVAL SPAIN****Units: 3**

This course focuses on the society and culture of the pre-modern Iberian Peninsula with an emphasis on the conflict, coexistence, and diversity of interaction of its three religious groups: Christians, Jews, and Muslims. We will consider the territorial struggle between Christian and Muslim-ruled regimes over the course of many centuries, the environments of pre- and post-conquest societies and the frontier that separated them, and the ability of minority (and majority) religious groups to maintain themselves in these changing socio-religious contexts.

**HIST 331 | THE GLOBAL RENAISSANCE****Units: 3 Repeatability: No**

This course explores the origins and consequences of the rediscovery of Europe's classical heritage in Italy and the broader continent between the 14th and 16th centuries. Topics include continuities and discontinuities with medieval traditions, politics and political theory, civic and philosophical humanism, court culture, art, and architecture.

**HIST 332 | ROLE-PLAYING THE RENAISSANCE****Units: 3 Repeatability: No****Core Attributes: Oral communication competency, Historical Inquiry area**

This course focuses on the Renaissance, a cultural movement that challenged and transformed traditional conceptions of art, politics, religion, and human nature. Students engage with classic texts including Niccolò Machiavelli's *The Prince* (c. 1513) and Thomas More's *Utopia* (1516) through interactive role-playing games, part of the award-winning *Reacting to the Past* curriculum. In "Machiavelli and the Florentine Republic, 1494-1512," students explore the political life of Florence, a fragile republic struggling to remain free from Medici control. In "Henry VIII and the Reformation Parliament," they experience a fundamental shift in the nature of government as a result of England's break with the Roman Catholic Church. This course draws students into history, promotes engagement with big ideas, and improves intellectual and academic skills.

**HIST 333 | EUROPE 1600-1800****Units: 3-4**

Focuses on the great age of statebuilding that followed the end of the Thirty Years' War (1618-48). Topics include the cultural ascendancy of Louis XIV's France, the commercial wars of the 17th and 18th centuries, the development of an ancient regime, and the forces contributing to the Age of Enlightenment.

**HIST 335 | THE VICTORIANS IN LITERATURE & FILM****Units: 3 Repeatability: No**

This course explores the history of Great Britain during the long reign of Queen Victoria (r. 1837-1901) as viewed through the lens of modern filmmakers. Subjects include industrialization and class conflicts; political contestations over citizenship, race, and belonging; changing gender roles and sexual mores; military and diplomatic conflicts; medical and scientific knowledge; and the flourishing of popular literature and culture. Readings and assignments will draw upon literature, images, films, and both scholarly and primary texts from and about the Victorian Era. Students examine the contested nature of British national identity through films and television series that use the past to speak to the present. They also learn how to analyze film as both a visual and narrative art form.

**HIST 339 | AMERICANS IN PARIS THROUGH WAR AND PEACE****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 1****Non-Core Attributes: International**

This course is designed to explore the impact of Americans in Paris (and the impact of Paris on Americans) from the American Revolution to the present. We will analyze the history of France through the lens of Franco-American relations. To do so, we will examine how the Franco-American alliance formed and solidified as well as how it has been challenged and represented over the centuries during times of war and peace. We will combine classroom lectures, class discussions of the readings, use of film and documentary excerpts, memoirs, novels, newspapers, and site visits to understand what it means to be an American in Paris, beginning with Benjamin Franklin and ending with you. In particular, much of the class will revolve around discussing the readings and then finding (scavenger hunt) and analyzing the symbols, statues, monuments, cafes, stores, and streets that represent over 200 years of Franco-American history. I wonder how Jefferson would feel today, being just one of the 36 million visitors who make their way to Paris this year.

**HIST 340 | WORLD WAR I****Units: 3**

This course will examine the era of the Great War of 1900-1919. The origins of this global conflict included the decline of Pax Britannica in the 19th century, the rise of German nationalism, Balkan pan-slavism, and colonial rivalries. During this era, the old order dominated by European monarchies was swept aside by social revolutions, new ideologies, and a military conflict that cost 10 million lives. Modernism rose from the ashes of Victorian culture, and the new science transformed world thought.

**HIST 341 | WORLD WAR II****Units: 3**

This course examines the origins of World War II, the economic and political challenges to interwar societies, the rise of the dictators, the experience of war and occupation, the holocaust, and the military struggle that led to millions of deaths and gave birth to the United Nations. Special topics include the Experience of Collaboration and Resistance in Europe, Civilians during World War II, the role of various professions, youth, and women during World War II.

**HIST 342 | FROM SUBJECTS TO CITIZENS: NATION BUILDING IN FRANCE AND INDIA****Units: 3 Repeatability: No****Core Attributes: Oral communication competency, Historical Inquiry area**

This course explores the birth of the modern nation state through the use of interactive role-playing games. Students “become” French revolutionaries inspired by Jean-Jacques Rousseau in “Rousseau, Burke, and Revolution in France, 1791.” They adopt the roles of Hindus and Muslims seeking to wrest political control away from the British Empire in “India on the Eve of Independence, 1945.” Students develop a deep understanding of nation building in France and India; they also explore how class conflict, religious divisions, and ethnic tensions contribute to the birth of nations.

**HIST 343 | HISTORY OF GERMANY SINCE 1945****Units: 3 Repeatability: No**

This course on postwar German history examines the two Germanies, one communist, one capitalist through topics such as the different approaches to the legacy of National Socialism, challenges of reconstruction, and responses to Americanization and Sovietization in politics, art, and mass culture. A focus will be everyday life in East and West Germany. Further topics include opposition, from 1968 student movements to the terrorism of the 1970s and the peace movements of the 1980s, as well as the fall of the Berlin Wall and unification.

**HIST 346 | TOPICS IN MEDIEVAL AND EARLY MODERN EUROPE****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

This course may focus on medieval or early modern European history with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics courses may offer the chance to study the Crusades, Queen Elizabeth I, or the French Revolution in considerable depth. The course may be repeated as topics vary.

**HIST 347 | TOPICS IN MODERN EUROPE****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

This course may focus on modern European history with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics courses may offer the chance to study the rise of London, Paris, and Vienna; Women’s Rights; or the Cold War in considerable depth. The course may be repeated as topics vary.

**HIST 348 | FRANCE IN REVOLUTION AND WAR****Units: 3 Repeatability: No**

This course is designed to explore the development of France from the Enlightenment to the present. Major themes in the lectures and readings include the political evolution of the country as France moved from an absolute monarchy to the current Fifth Republic, the lasting impact of revolution and war on French society, and the efforts of political, social, economic, and cultural change on individuals’ everyday lives.

**HIST 349 | THE VIETNAM WARS****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course examines the nature and consequences of the wars fought in and around Vietnam since the 1940s, with particular attention paid to the long period of direct American involvement (1964-1973). These events will be considered in relation to Vietnam’s history, American politics and society, the nature of war itself, and the legacy of the war and its meaning in American and Vietnamese memory today. This course emphasizes the contrasting viewpoints on the Vietnam Wars — we will be exploring views from Northern and Southern Vietnamese, French and American soldiers, anti-war protestors, government officials, and ordinary citizens caught in the war. Students will discuss the various perspectives, forming their own conclusions about how and why the United States became involved in the war.

**HIST 350 | ENGLAND 1348-1688: PLAGUE TO REVOLUTION****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

This course surveys the development of the British Isles from the late Middle Ages through the seventeenth century using interactive role-playing games, part of the award-winning “Reacting to the Past” curriculum. Games may include “1349: Plague Comes to Norwich,” which explores the impact of the bubonic plague on a late medieval English town; “Stages of Power: Marlowe and Shakespeare, 1592,” in which students become members of rival acting companies during the Elizabethan era, a period of political and religious conflict; and “Politics, Religion, and the Rise of the Public Sphere, 1685-1688,” which focuses on the turbulent political debates that preceded the Revolution of 1688. This course draws students into history, promotes engagement with big ideas, and improves intellectual and academic skills.

**HIST 351 | MODERN BRITAIN****Units: 3-4**

This course surveys the remarkable history of the British Isles from the end of the Napoleonic Wars to the present day. Topics include sex and society in Victorian Britain, empire and decolonization, the impact of two World Wars, Thatcherism, and the rise of New Labour.

**HIST 352 | VICTORIAN BRITAIN AND THE WORLD****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 2**

This course follows the history of the United Kingdom during the reign of Queen Victoria (r. 1837-1901), focusing on how the Empire, far from being something that existed beyond the seas of the average Briton, shaped the very core of British cultural and social institutions. It focuses on the efforts of British women to increase their place in both the domestic and larger imperial aspects of British politics, as well as the movement of colonized peoples from ‘out there’ to the heart of the empire. In the course of this class, we will study revolutions, international wars, colonial conquests, worker’s protests, missionary letters, and London’s criminal back alleys in order to better understand the often misunderstood Victorian period.

**HIST 353 | TOPICS IN RUSSIAN AND EAST EUROPEAN HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

A critical analysis of themes and issues in the history of Russia and Eastern Europe. Topics may include Russia in Revolution, Russia since Peter the Great, and the Crisis in the Balkans. Students may repeat the course for credit when the topic changes.

**HIST 354 | HISTORY OF SPAIN****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course covers the history of Spain from the rise of the Bourbon monarchy to the present. It looks at the impact of the Napoleonic invasion and the rise of political strife in the 19th and early 20th centuries. It also examines the Second Republic, the trauma of the Spanish Civil War, the dictatorship of Franco, and the transition to democracy following the restoration of Juan Carlos. This course is offered at USD's Madrid Center.

**HIST 355 | ANCIENT NEAR EAST****Units: 3 Repeatability: No**

This course explores cradles of civilization in Ancient Mesopotamia and Egypt. An introduction to early man is followed by a survey of Sumerian, Babylonian, Egyptian, Hittite, Phoenician, and Hebrew cultures, as well as the Assyrian and Persian imperialism that replaced them. Course covers the period through Cyrus the Great.

**HIST 358 | TOPICS IN MODERN WORLD HISTORY****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

An in-depth investigation into a variety of recent historical events that have affected the United States in its world setting. Selected topics will be announced in each semester's class schedule. This course may be repeated for credit when the topic changes.

**HIST 359 | MODERN MIDDLE EAST****Units: 3**

An inquiry into the historic Middle East emphasizing the growth and decline of the Ottoman Empire, Arab and Jewish nationalism, and the paths to independence.

**HIST 361 | MODERN LATIN AMERICA****Units: 3**

Covers Latin America from the start of the independence movements in 1810 to the present. Includes discussion of independence and the struggle of new states to modernize; Church-state frictions; urbanization and the emergence of populist politics; industrialization; the Cuban Revolution and other revolutionary movements; military dictatorships; redemocratization in the 1980s and 1990s; and democratic consolidation and contemporary challenges in the 21st century.

**HIST 362 | TOPICS IN LATIN AMERICA HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Historical Inquiry area**

A study of specific topics and themes in the history of Latin America, such as the role of religion and the Catholic Church, 20th-century revolutions and social upheaval, Latin America through film, and the history of particular groups, including Amerindians, women, and rural and urban workers. Students may repeat the course for credit when the topic changes.

**HIST 363 | HISTORY OF BRAZIL****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 1**

This course examines the diverse cultures, ethnicities, and historical developments of Latin America's largest nation, one of the world's top-ten economies. Topics include European colonization, slavery, economic cycles, independence, the drive to become an industrial power, the military regime of 1964-85, democratic consolidation, Brazil as a new economic giant, and gender and environmental issues.

**HIST 364 | TOPICS IN ASIAN HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Historical Inquiry area, Global Diversity level 1**

An in-depth look at special themes and issues in the history of Asia, including such topics as Chinese History Through Film, Asian Women and Popular Culture, and a Study-Abroad course China: A History Journey. This course may be repeated for credit when topics change.

**HIST 365 | CHINA: RISE TO GLOBAL POWER****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course covers Chinese history from the first Opium War (1839-42) to the present. It examines the indigenous factors of Chinese history and culture, the influence of the West, and the interaction between the two. Major sections of the course include reforms and uprisings during the last phase of the Qing dynasty, the Republican Revolution of 1911, the Nationalist Movement, Sino-Western relations during the Pacific War, the development of Chinese communism, the various political, social and economic campaigns during the Maoist era as well as the progress and problems in the period of modernization.

**HIST 366 | JAPAN: SAMURAI TO SUBARU****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course covers Japanese history from the Meiji Transformation in 1868 to the present. It analyzes the unique characteristics of the samurai culture, Japan's response to the West in the 19th century, and its transition into the modern era. It examines the rise of Japanese imperialism and militarism, Japanese-American relations before and after Pearl Harbor, the role of Japan's constitutional monarchy, its economic miracle during the post-World War II period, as well as its contemporary social and cultural developments.

**HIST 367 | WOMEN'S LIVES IN EAST ASIA****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 1**

This course examines the historical experiences of women in East Asian societies, with an emphasis on women in China and Japan. It discusses their traditional practices of foot-binding and samurai rituals within broader historical contexts, studies their involvements in wars and revolutions, and analyzes their role in shaping the contemporary culture as well as their dynamics and dilemmas in the process of economic modernization. The class also seeks to dissect the intricate connections between the various isms, such as Confucianism, nationalism, militarism, communism and commercialism, and women's lives in East Asia.

**HIST 370 | U.S. ENVIRONMENTAL HISTORY****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This class will introduce students to U.S. environmental history, a field that explores the relationship between humans and the natural world over time. On the one hand, we will examine how non-human nature (soil, natural disasters, disease, climate, etc.) shaped the course of U.S. history. On the other, we will explore how Americans gave meaning to non-human nature, used technologies to manage and control natural systems (as well as the inevitable side effects of those efforts), and challenged unsustainable practices of corporate America. Throughout, we will remain attentive to what the historical dance between Americans and non-human nature tells us about race, class, and gender.

**HIST 372 | UNITED STATES-EAST ASIA RELATIONS****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course explores the development of relations between the United States and East Asian countries (primarily China, Japan and Korea) since the mid-19th century. It examines the economic, social, cultural, and political forces on both sides of the Pacific that have helped to shape the history of their mutual relations. Major topics include the U.S. participation in China's international treaty system in the 19th century, the American role in 'opening' Japan and efforts at establishing a new order in the Pacific, the triangular relations among the U.S., Japan, and China during World War II, American involvement in Korea and Vietnam, and contemporary U.S.-East Asian relations.

**HIST 373 | ARMED CONFLICT AND AMERICAN SOCIETY****Units: 3 Repeatability: No**

This course explores armed conflict and its effects on U.S. society by examining the nature, course, and consequences of wars the United States has fought from the American Revolution to the present. Three themes are emphasized: the effects of war on the individual, the intended and unintended consequences of armed conflict both at home and abroad, and the changing nature of warfare, of the U.S. armed forces, and of the United States itself.

**HIST 374 | CIVIL WAR AND RECONSTRUCTION****Units: 3**

History of the United States from 1846 to 1877 with special emphasis on the political, economic, social, and military aspects of conflict between the North and the South. Includes the causes of the war, military strategy, the aftermath, and its effects on the United States in later years.

**HIST 375 | TOPICS IN U.S. HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Topics may include any period in U.S. History, from Pre-Columbian Native America to the early twenty-first century, or any thematic topic in U.S. history. May be repeated for credit when the topic changes.

**HIST 376 | U.S. FOREIGN RELATIONS IN THE LONG 19TH CENTURY****Units: 3 Repeatability: No**

This course – the first of a two-part, upper division sequence on the history of American foreign relations – covers the period from 1775 to 1914. Three issues, in particular, are emphasized: the problems of the young republic in conducting diplomacy; the ways in which America's vision of itself as "a city upon a hill" and its belief in Manifest Destiny led to 19th-century U.S. expansionism; and the emergence of the United States as a world power.

**HIST 377 | TWENTIETH CENTURY U.S. FOREIGN RELATIONS****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course – the second of a two-part, upper division sequence on the history of American foreign relations – covers the period from 1914 to the present. Three issues, in particular, are emphasized: the tension between isolationism and interventionism from World War I through World War II, culminating in the emergence of the United States as a superpower; the Soviet-American confrontation following World War II and the globalization of this confrontation during the 1950s and 1960s; and finally, the evolution of U.S. Foreign Relations through the 1970s and 1980s, the end of the Cold War, and 9/11 to today, when, for now, the United States remains the undisputed leader in world affairs. In particular, we will focus on the increasingly important role of world public opinion in the late 20th and early 21st century.

**HIST 378 | THE HISTORY OF WORLD WAR I AND WORLD WAR II THROUGH LITERATURE AND FILM****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course is designed to explore the origins, operations, and consequences of World War I and World War II. In particular, we will examine combat experiences, the role of new technologies, nationalism, and civilians caught in war. We will examine the two wars from the American, European, and Asian perspectives through novels, memoirs, documents, poetry, first-hand accounts, oral histories, propaganda, documentaries, and films.

**HIST 380 | HISTORY OF THE AMERICAN WEST****Units: 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; World War II 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.

**HIST 381 | AMERICAN INDIAN HISTORY****Units: 3**

This course surveys American Indian history from Pre-Columbian times to the present. Topics include: Pre-Columbian Native America; Spanish, English, and French invasions; Indians and the colonial period; Indian Removal; Indians and American expansion in the Far West; the reservation system, allotment, and federal Indian education; the Indian New Deal; termination, relocation, and the growth of urban Native America; and Indian militancy, cultural accommodation and revitalization, and the ongoing struggle for sovereignty.

**HIST 382 | THE SPANISH SOUTHWEST****Units: 3**

Discovery, exploration, and settlement by Spain of the North American region with particular emphasis on the regions settled by Spain. Includes the history of the native Indian inhabitants and the role of Mexico after 1821. Generally covers the period from 1500 to 1848.

**HIST 383 | CHICANO/A/X HISTORY****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Domestic Diversity level 2**

This class will examine the history of the Mexican and Mexican-origin people who inhabit what is now the American Southwest and northern Mexico. The class will begin by discussing the Mesoamerican civilizations of central Mexico, and move on to examine the Spanish conquest, the fight for Mexican independence, and the U.S.-Mexican War. At that point, the class will shift its focus to the United States and discuss westward expansion, Anglo-Mexican conflict in states such as Texas, New Mexico, and California, and the formation of Mexican-American culture. The class will conclude by examining the origins of Chicano nationalism, the rise of the farm workers' movement, and the cultural and economic impact of Mexican immigration. At appropriate points throughout the semester, the class will discuss gender relations, the role of religion, and the formation of popular culture to understand how Mexican culture developed in various parts of the United States.

**HIST 384 | HISTORY OF MEXICO****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

A history of Mexico from earliest times to the modern era. Includes a survey of indigenous civilizations; Spanish conquest and influences; the U.S.-Mexican War; the dictatorship of Porfirio Diaz; the Mexican Revolution; political development since the 1920s; the Tlatelolco Massacre of 1968; the rise of the Institutional Revolutionary Party; democratization starting in 1988; and U.S.-Mexican relations.



**HIST 385 | AFRICAN AMERICAN WOMEN****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Domestic Diversity level 2**

This course examines the economic, cultural, social, and political history of African American women. Through a combination of books, primary sources, and media the course traces how gender, race, sexuality, and class interact and intersect to contour black women's realities in the United States. We will concern ourselves with the mechanisms that suppress African American women's lives and bodies, as well as illuminate their modes of resistance. Throughout the class we will listen to black women, who from their unique positioning in the margins, have made visible the makings of injustice and have long worked on imagining and procuring an equitable society. By moving black women from their historically marginal position in curriculum to the center of our attention, we will begin to explore ways of transforming knowledge about the nation's past and present, as well as its application. Centrally, we will assess how the stories and narrations of historians – as well as other scholars, writers, film makers and others have functioned to either preserve or contest the margins that contain black women's voices. Our readings, discussion, and writing will explore topics such as black feminism and intersectionality, labor activism, family and community, the Civil Rights Movement, Black Power, and contemporary cultural politics.

**HIST 388 | ART AND ARCHITECTURE IN CALIFORNIA****Units: 3 Repeatability: No**

This course looks at the way in which Californians adopted and transformed European architectural and artistic forms to create what boosters described as "a new Eden." It discusses the rise and fall of the Victorian, the re-invention of "Spanish" style with Mission Revival architecture, the origin of the craftsman bungalow, and the rise of modernism in California and the West. Emphasis throughout will be on the personalities, political events, and social forces that shaped the development of art and architecture from 1800 to the present.

**HIST 389 | HISTORY OF CALIFORNIA****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Domestic Diversity level 2**

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

**HIST 390 | TOPICS IN PUBLIC HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

An in-depth examination of an area in public history, a field that engages the public with the past. Classes might focus on oral history, digital history, historical preservation, memory and history, museum/archival work, or historical documentary filmmaking. Can be repeated for credit.

**HIST 392 | HISTORY IN THE COMMUNITY****Units: 4 Repeatability: No****Non-Core Attributes: Experiential**

Public history has two primary meanings. First, public history refers to the history work that goes on outside the academy. Public historians typically work in museums, libraries, national and state parks, and tourist sites. Second, public history refers to the ways in which the public (a nation, a minority group, a neighborhood) makes meaning by creating and maintaining a sense of the past. Through fieldtrips, projects, discussion, readings, and a community service project/internship, we will explore larger theoretical issues as well as the practical work of public historians. History majors should first take HIST 200, but this class is open to all students who have fulfilled their lower-division history core requirement.

**HIST 393 | MUSEUM STUDIES AND HISTORIC PRESERVATION****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

This course provides an introduction to current ideas about the relationship between historians, communities, and cultural memory. Students will evaluate museums and virtual exhibits and consider debates about the politics of memory and visual display. They will also explore ethical and professional issues faced by curators and historians working in museums, preservation offices, archives, and state historic parks. Finally, they will develop a research paper based on their observation and experience of a museum or historic site.

**HIST 394 | SPECIAL TOPICS IN HISTORY****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Special Topics in History. Students may repeat the course for credit when the topic changes.

**HIST 398 | INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This internship provides students a practical experience in a field setting with a community partner under professional supervision. The Internship is designed to develop skills inherent to historical methodologies, including researching, writing, analysis, critical thinking, and information literacy. Students select an internship in an area of interest that is appropriate for application of historical methodologies and may be assigned to the City or County of San Diego, the San Diego History Center, Lambda Archives, the San Diego Chinese Historical Museum, a local historical society, or a similar institution.

**HIST 490 | INTRODUCTION TO SENIOR SEMINAR****Units: 1**

Prerequisites: HIST 200

Offered each fall semester, this one-unit course prepares students for History 495W, Senior Seminar. Students will learn skills (such as essential research methods; rules of proper citation; and the ability to navigate through library holdings, appropriate databases, and archives) essential for the successful completion of a senior thesis. Working closely with their instructor and their advisor, students will also identify a research question that will serve as the basis of their senior thesis, generate an extensive bibliography of primary and secondary sources, and write a research proposal.

**HIST 492 | HISTORY TUTORING IN CITY HEIGHTS****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

In conjunction with the International Relief Committee, tutor City Heights high school students in history. This experience is especially recommended for students interested in becoming history teachers. This class requires 40 hours of on-site tutoring. This class is only offered for one unit.

**HIST 495 | SENIOR RESEARCH SEMINAR****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: HIST 490

This course, offered each spring semester, is the capstone for the history major and will satisfy the Advanced Writing requirement in the core curriculum.

**HIST 496 | RESEARCH ASSISTANTSHIP****Units: 1-3 Repeatability: No**

Work as a research assistant on a project conducted by a history faculty member. Students might work in archives, survey secondary literature, translate documents, make maps, and/or attend conferences. Requires the consent of the instructor. One unit/40 hours; two units/ 80 hours; three units/120 hours.

**HIST 498 | INTERNSHIP (ADVANCED INTEGRATION)****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

This Advanced Integration internship provides history students a practical experience in a field setting with a community partner under professional supervision. The Internship is designed to develop skills inherent to historical methodologies, including researching, writing, analysis, critical thinking, and information literacy. A final project incorporates integrative learning where students synthesize and apply knowledge and skills from multiple perspectives in a variety of contexts and make connections between curricular and co-curricular activities. Students select an internship in an area of interest that is appropriate for both application of historical methodologies as well as the final project. Interns may be assigned to the City or County of San Diego, the San Diego History Center, Lambda Archives, the San Diego Chinese Historical Museum, a local historical society, or a similar institution.

**HIST 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Directed readings, a special project, or a research paper for History majors of high scholastic standing. Consent of the department chair must be obtained. The maximum of three units will be allowed only under special circumstances.

## Interdisciplinary Humanities

### Program Director

Atreyee Phukan, PhD, English

### Faculty Board

Thomas Barton, PhD, History

Brian Clack, PhD, Philosophy

Maura Giles-Watson, PhD, English

Rebecca Ingram, PhD, Languages, Cultures and Literatures

Peter Mena, PhD, Theology and Religious Studies

Monica Stufft, PhD, Theatre Arts

Allison Wiese, MFA, Art, Architecture + Art History

Irene Williams, PhD, English

“Want Innovative Thinking? Hire from the Humanities.” This was the headline in the Harvard Business Review (March 31, 2011). Author Tony Golsby-Smith, argued that people trained in the humanities “have learned to play with big concepts, and to apply new ways of thinking to difficult problems that can’t be analyzed in conventional ways.”

The Interdisciplinary Humanities major encourages creativity, innovative thinking, and the ability to connect complex ideas. Students gain skills (writing, critical thinking, speaking) and a voice in the larger conversation that culture provides. In every workplace, from engineering to television programming, employees find common ground in culture. They talk about books, films, art, and music. The study of the humanities, in all its variety and complexity, offers students the opportunity to explore their curiosity about the world; human nature; artistic innovation; and great ideas, past and present.

Students take the lead in designing their own major, drawing from classes in the following disciplines: Art, English, History, Languages and Literatures, Music, Philosophy, Theatre Arts, and Theology & Religious Studies. Students can also opt for one of the two other tracks in the major, European Studies or Asian Studies, which include options from Political Science and/or Sociology.

## The Interdisciplinary Humanities Major

### Preparation for Major

Code	Title	Units
Select six units of lower-division courses from the following:		6
ARCH 121	Introduction to Modern Architecture	
ARCH 136	The Year 1500: A Global History of Art and Architecture	
ARCH 221	Architecture and Theory since 1945	
ARTH 101	Introduction to the History of Art	
ARTH 133	Introduction to Art History I	
ARTH 134	Introduction to Art History II	
ARTH 144	Introduction to Cinema	
CHIN 140	Topics in Chinese Literature and Culture	
ENGL 220	Studies in Genre	
ENGL 226	Studies in Literary Traditions	
ENGL 236	Studies in World Literature	
FILM 101	Introduction to Cinema	
HIST 110	World History Topics	
HIST 128	African American History	
HIST 150	Topics in Comparative History	
HIST 170	Big History: From Cosmos to Cannibals	
HIST 171	Modern World History	
HIST 180	Great Moments in Time	
HIST 200	The Historian's Craft	
LANG 140	Topics in Language, Literature and Culture	
LANG 141	Topics in Literature and Cultural Diversity-Domestic Focus	
LANG 142	Topics in Literature and Cultural Diversity-Global Focus	
LATN 147	The Invention of Love in Roman Literature	
MUSC 101	American Music	
MUSC 103	Music for the Stage	
MUSC 106	We Shall Overcome: Singing for Justice, Freedom and Peace	
MUSC 109	Introduction to Sonic Arts	
MUSC 120	Fundamentals of Music Theory	
MUSC 130	Music in Society	
MUSC 140	Music in World Cultures	
PHIL 110	Introduction to Philosophy	
PHIL 111	Philosophy of Human Nature	

THEA 101	Script Analysis	
THEA 111	Theatre and Society	
THEA 220	Fundamentals of Theatrical Design	
THRS 110	Exploring Religious Meaning	
THRS 112	Introduction to World Religions	
THRS 113	World Religions in San Diego	
THRS 114	Introductory Studies in Catholic Theology	
THRS 203	Special Topics in Religious Studies	
<b>Total Units</b>		<b>6</b>

## Major Requirements

Code	Title	Units
40 upper-division units in the humanities.		
Choose an emphasis from among the following Humanities departments. You must take at least 12 units but no more than 18 units in this department.		
Art, Architecture + Art History		
English		
History		
Languages, Cultures and Literatures		
Music		
Philosophy		
Theatre		
Theology and Religious Studies		
In addition to the emphasis, you must take 18-24 units in the Humanities departments listed above. No more than 9 units may be taken in any one department outside your emphasis. Coursework must be selected in consultation with the program director.		
Additional Upper-Division Units		24-18
<b>Senior Capstone</b>		
HUMN 490	Thesis Preparation Seminar	1
HUMN 495	Senior Research Seminar	3
<b>Total Units</b>		<b>40</b>

You must take 18-24 units in the Humanities departments listed above. No more than 9 units may be taken in any one department outside your emphasis. Coursework must be selected in consultation with the program director and include a course in

1. Ancient world studies from the following list:

ANTH 390, ANTH 391, ENGL 494, GREK 499, HIST 102, HIST 311, HIST 312, HIST 321, LATN 499, PHIL 470, POLS 301, THRS 353, THRS 385, THRS 388

2. Pre-modern world (~1500-1800) studies from the following list:

ANTH 339, ANTH 362, ENGL 300, ENGL 330, ENGL 331, ENGL 335, ENGL 337, ENGL 338, ENGL 340, ENGL 341, ENGL 420, FREN 320, HIST 103, HIST 109, HIST 321, HIST 322, HIST 324, HIST 331, HIST 346, HIST 382, ITAL 320, ITAL 410, ITAL 420, MUSC 330, MUSC 331, PHIL 467, PHIL 471, SPAN 422, SPAN 423

Additional courses may be used to satisfy requirements in the Interdisciplinary Humanities major. Consult the Program Director for information about these courses.

## HUMN 490 | THESIS PREPARATION SEMINAR

**Units: 1 Repeatability: No**

This course precedes the 3-unit HUMN 495 course. In this course, each student will identify a research topic that would integrate and apply his/her interdisciplinary experience in the Humanities major. This topic will lead, in HUMN 495, to producing a senior thesis (a substantial research paper or a well-researched creative project). Each student will consult with the instructor in identifying and developing a topic; produce a prospectus and a bibliography for the topic; and, as possible, begin collecting and outlining research material from the bibliography. A class presentation is typically required as well.

## HUMN 494 | SPECIAL TOPICS IN THE HUMANITIES

**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Exploration and analysis of selected topics with a specific theme in the Interdisciplinary Humanities.

## HUMN 495 | SENIOR RESEARCH SEMINAR

**Units: 3 Repeatability: No**

**Core Attributes: Advanced writing competency**

Prerequisites: HUMN 490

In this continuation course to HUMN 490, each student will complete the research phase of his/her thesis project; produce a working outline and at least one substantial draft of the senior thesis or creative project; and revise and finalize the thesis by the end of the semester. A formal presentation of results and highlights from the completed research and initial thesis draft is typically required as well. Spring semester.

## HUMN 499 | INDEPENDENT STUDY

**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

# Interdisciplinary Minors

Interdisciplinary minors combine coursework from multiple academic disciplines. Some of these programs are housed outside of individual departments and include courses taught by faculty from multiple disciplines. Interdisciplinary minors span the intersections between areas of study and integrate knowledge across traditional disciplinary boundaries. Each interdisciplinary minor has a program director who advises students and coordinates curriculum offerings.

## Asian Studies

See Asian Studies (p. 95).

## Biomedical Ethics

See Biomedical Ethics (p. 105).

## Changemaking

See Changemaking (p. 106).

## Classical Studies

See Classical Studies (p. 117).

## Film Studies

See Film Studies (p. 151).

## Latin American Studies

See Latin American Studies (p. 186).

## Medieval and Renaissance Studies

See Medieval and Renaissance Studies (p. 201).

## Performing Arts Entrepreneurship

See Performing Arts Entrepreneurship (p. 215).

## Philosophy, Politics and Economics

See Philosophy, Politics and Economics (p. 223)

## Women's and Gender Studies

See Women's and Gender Studies (p. 279).

## International Relations

See Political Science and International Relations (p. 240).

## Languages, Cultures and Literatures

### Chair

Rebecca Ingram, PhD

### Director of Placement

Santiago Rubio-Fernaz, PhD

### Language Coordinator

Íñigo Yanguas, PhD

### Faculty

Brittany Asaro, PhD

Clara (Bicho) Salto-Weis Azevedo, PhD

Kimberly A. Eherenman, PhD

Kevin Guerrieri, PhD

Rebecca Ingram, PhD

Loredana Di Martino, PhD

Julia Medina, PhD

Alejandro Meter, PhD

Sylvie Ngilla McGraw, PhD

Amanda Petersen, PhD

Martin Repinecz, PhD

María Cecilia Ruiz, PhD

Leonora Simonovis-Brown, PhD

Eliza Smith, PhD

Richard Stroik, PhD

Mei Yang, PhD

The mission of the Department of Languages, Cultures and Literatures is the development of students' communicative and linguistic proficiency, intercultural competence and skills in critical thinking through the study of languages, literatures and other forms of cultural production. We are dedicated to excellence in teaching in these areas and producing original scholarly and creative contributions to our disciplines. Our mission speaks directly to the university's commitment to academic excellence, providing students with an enriching liberal arts education and preparing them to engage responsibly in diverse local, national and international realities.

The department offers undergraduate studies in nine different languages with majors in French, Italian Studies and Spanish with minors in Chinese, French, German, Italian and Spanish. Courses in Arabic, Classical Greek, Japanese and Latin may be taken through the fourth semester and beyond. In addition, the department's courses form a part of a number of interdisciplinary programs including Asian Studies, Classical Studies, Interdisciplinary Humanities, Latin American Studies, Medieval and Renaissance Studies, Liberal Studies and Women's and Gender Studies. By its very nature, the department contributes significantly to the internationalization of the curriculum and cultural diversity at USD.

Language study is a vital part of a liberal arts education and can be highly beneficial to those pursuing studies and careers in many different fields. At the lower-division level, the language programs are designed to enable students to acquire the basic structures and vocabulary necessary to communicate effectively in the target language in a variety of settings. Likewise students develop a greater awareness of other cultures, develop skills in intercultural communication and gain direct access to additional bodies of knowledge. Ultimately, through their language studies, students will be better prepared to participate more fully and actively in the global community.

Upper-division courses provide students with a foundation in the cultural history of the languages, peoples and regions studied within their socio-political and economic contexts. These courses help students to develop skills in critical thinking, literary and cultural analysis, and clear and effective self-expression in both speaking and writing in the target languages. Students enhance their appreciation for and contribution to the level of inclusion and diversity in U.S. and international communities through cultural understanding and linguistic proficiency. Upon completion of the department's majors, students are well prepared to initiate graduate studies in language, literature, or other disciplines, or to become successful professionals in a number of different areas including international relations, law, health, business and education, among many others.

The basic language sequence (101-102-201) with the LANG subject code is used to indicate courses in languages not offered by the department. LANG 201 fulfills the Core Curriculum language requirement.

### LANG 101 | 1ST SEMESTER LANGUAGE

Units: 1-5

### LANG 102 | SECOND SEMESTER LANGUAGE

Units: 3-5



**LANG 140 | TOPICS IN LANGUAGE, LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area**

Study at the lower-division level of a topic in language, literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**LANG 141 | TOPICS IN LITERATURE AND CULTURAL DIVERSITY- DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Domestic Diversity level 1**

Study at the lower-division level of a topic in literature, cultural diversity and inclusion with a domestic focus. This course is taught in English and will not satisfy the Language Core requirement.

**LANG 142 | TOPICS IN LITERATURE AND CULTURAL DIVERSITY- GLOBAL FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Global Diversity level 1**

Study at the lower-division level of a topic in literature, cultural diversity and inclusion, with a global focus. This course is taught in English and will not satisfy the Language Core requirement.

**LANG 194 | SPECIAL TOPICS IN LANGUAGE, LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in language, literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**LANG 201 | THIRD SEMESTER LANGUAGE****Units: 3****LANG 292 | TUTORING****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Prerequisites: ARAB 201 or ARAB 202 or CHIN 201 or CHIN 202 or FREN 201 or FREN 202 or GERM 201 or GERM 202 or GREK 201 or GREK 202 or ITAL 201 or ITAL 202 or JAPN 201 or JAPN 202 or LATN 201 or LATN 202 or SPAN 201 or SPAN 202

Supervised participation as a tutor of students enrolled in language classes (Arabic, Chinese, Classical Greek, French, German, Italian, Japanese, Latin, Spanish). The course entails tutoring one hour per week, completion of homework (readings and responses, maintaining a journal, etc.) as well as mandatory attendance at two group meetings per semester. This course does not satisfy the second language requirement. Elective credit only (does not count toward the major or minor).

**LANG 294 | TOPICS IN LANGUAGE, LITERATURE OR CULTURE****Units: 2-3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower division level of a special topic in language, literature, or culture.

**LANG 315 | L2 TEACHING METHODS AND APPLIED LINGUISTICS****Units: 3**

An introduction to the history of second language teaching methods, applied linguistics, and the fundamentals of second language teaching. Initial training in the skills needed to be a second language teacher. This course is cross-listed with 315 in the majors and minors in the department (FREN, GERM, ITAL, and SPAN). Students whose language of study is not one of those four may take the course as LANG.

**LANG 392 | TUTORING****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Prerequisites: ARAB 202 or CHIN 202 or FREN 202 or GERM 202 or GREK 202 or ITAL 202 or JAPN 202 or LATN 202 or SPAN 202 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Supervised participation as a tutor of students enrolled in language classes (Arabic, Chinese, Classical Greek, French, German, Italian, Japanese, Latin, Spanish). The course entails tutoring one hour per week, completion of homework (readings and responses, maintaining a journal, etc.) as well as mandatory attendance at two group meetings per semester. This course does not satisfy the second language requirement. Elective credit only (does not count toward the major or minor).

Remaining courses are listed under each individual language.

## Arabic

### Program Director

Rebecca Ingram, PhD

Modern Standard Arabic introduces students to the form of the language that is understood throughout the Arab world. It promotes a level of literacy that gives students access to the vast heritage of ancient and modern literature, scholarly work and the media. It is a foundation that will enable advanced students to learn one or more of the dialects that comprise colloquial Arabic (Levantine, Iraqi, Arabian, Egyptian and North African).

The curriculum acquaints students with the geography, political systems, cultures and religious heterogeneity (Muslim, Christian, Jewish, etc.) of the Arab world. Special attention will be given to the 21 Arab countries that are members of the Arab League of Nations.

**ARAB 101 | FIRST SEMESTER ARABIC****Units: 3**

Prerequisites: Passing the appropriate departmental placement test within the previous year

An introduction to the four basic language skills: listening, speaking, reading, and writing of Modern Standard Arabic as well as the cultures of Arabic-speaking peoples. At the end of the semester students will have sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements in areas of immediate need or on very familiar topics. Students will be able to speak, read, and write using memorized material and set expressions.

**ARAB 102 | SECOND SEMESTER ARABIC****Units: 3**

Prerequisites: ARAB 101 or Passing the appropriate departmental placement test within the previous year

Continuation of the skills developed in Arabic 101. Increased practice in reading and writing. Acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture. Students can typically satisfy with ease predictable, simple, personal, and accommodation needs and meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide predictable and skeletal biographical information.

**ARAB 140 | TOPICS IN ARABIC LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Study at the lower-division level of a topic in Arabic literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**ARAB 141 | TOPICS IN ARAB-AMERICAN LITERATURE, FILM OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area, Domestic Diversity level 1**

Study at the lower-division level of a topic in Arab-American literature and culture with a focus on domestic diversity. This course is taught in English and satisfies the core requirements for Literary Inquiry and DISJ-Domestic, level 1, but does not satisfy the core Second Language requirement.

**ARAB 142 | TOPICS IN ARABIC LITERATURE IN TRANSLATION, FILM-GLOBAL****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area, Global Diversity level 1**

Study at the lower-division level of a topic in Arabic literature, film and/or culture with a Global Focus. This course is taught in English and satisfies the core requirements for Literary Inquiry and DISJ-Global, level 1, but does not satisfy the core Second Language requirement.

**ARAB 194 | SPECIAL TOPICS IN ARABIC LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Arabic literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**ARAB 201 | THIRD SEMESTER ARABIC****Units: 3****Core Attributes: Second language competency**

Prerequisites: ARAB 102 or Passing the appropriate departmental placement test within the previous year

Further development of language competence to the intermediate level.

Introduction of easier literary and cultural readings that will solidify reading skills and provide deeper understanding of Arabic cultures. By the end of the course, students should be able to identify family members, relatives and social relations; describe professions and college study subjects and specializations; describe concrete places and situations; understand, express, and respond to abstract and information questions; read dialogues and paragraphs; write more articulate sentences and paragraphs. Prerequisite: ARAB 102 or equivalent or Placement Exam. Every Fall.

**ARAB 202 | FOURTH SEMESTER ARABIC****Units: 3**

Prerequisites: ARAB 201 or Passing the appropriate departmental placement test within the previous year

Continued development of reading, writing, listening, and speaking skills. Student will be able to satisfy routine social demands and limited work requirements and routine work-related interactions that are limited in scope. Student will be able to handle most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information.

**ARAB 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: ARAB 202

Study at the lower-division level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**ARAB 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: ARAB 202

Study at the third-year level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**ARAB 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced Arabic language skills will be utilized.

**ARAB 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor.

## Chinese

### Program Director

Mei Yang, PhD

The Chinese language program introduces students to Mandarin Chinese, which is the most commonly spoken language in the world and an official language of China, Taiwan and Singapore. The curriculum promotes language learning in a rich cross-cultural context that involves exploring the values, attitudes, and beliefs of contemporary Chinese society as well as aspects of the region's literature, arts, politics and history. Students develop communicative proficiency in all basic skills, and collaborative classroom activities assist with the acquisition of the Chinese writing system and verbal and non-verbal communication.

The minor in Chinese provides students an opportunity to study Chinese language, culture, and society beyond the basic and intermediate levels. Students who minor in Chinese are prepared for achieving working Chinese language proficiency in areas such as business administration, international relations, engineering and environmental science. A minor in Chinese will equip students with linguistic and cultural skills for graduate studies and careers in government, education, banking, localization, business management, legal service and many other professions. Alternatively, students who wish to learn more about Asia, beyond the scope of China, may elect to minor in Asian Studies (<http://www.sandiego.edu/cas/asianstudies/>), an interdisciplinary program in the College of Arts and Sciences.

## The Chinese Minor

### Option 1:

Code	Title	Units
CHIN 201	Third Semester Chinese	3
CHIN 202	Fourth Semester Chinese	3
CHIN 102	Second Semester Chinese	3
or CHIN 140	Topics in Chinese Literature and Culture	
or CHIN 294	Topics in Language, Literature, or Culture	
Nine units taught in Chinese from:		9
CHIN 301	Conversation and Composition	
CHIN 302	Contemporary China: Culture, Politics and Society	
CHIN 303	Media Chinese: Internet, Television and Film	
CHIN 304	Professional Chinese: Language and Culture	

CHIN 320	Fables and Idioms: Classic Chinese
CHIN 394	Special Topics in Language, Literature, or Culture
CHIN 494	Topics: Chinese Language III
<hr/>	
<b>Total Units</b>	<b>18</b>

**Option 2:**

Code	Title	Units
Fourth semester competency in Chinese (CHIN 202 or equivalent)		
12 units of courses taught in Chinese from:		12
CHIN 301	Conversation and Composition	
CHIN 302	Contemporary China: Culture, Politics and Society	
CHIN 303	Media Chinese: Internet, Television and Film	
CHIN 304	Professional Chinese: Language and Culture	
CHIN 320	Fables and Idioms: Classic Chinese	
CHIN 394	Special Topics in Language, Literature, or Culture	
CHIN 494	Topics: Chinese Language III	
CHIN 499	Independent Study	
<b>Total Units</b>		<b>12</b>

Students are highly encouraged to study abroad in a Chinese institution. A minimum of 6 upper-division units must be taken on the USD campus. In addition, it is recommended that students take at least one China-related course taught in English, for example CHIN 347.

**CHIN 101 | FIRST SEMESTER CHINESE****Units: 3**

Prerequisites: Passing the appropriate departmental placement test within the previous year

An introduction to the four basic language skills: listening, speaking, reading, and writing, with an emphasis on oral skills.

**CHIN 102 | SECOND SEMESTER CHINESE****Units: 3**

Prerequisites: CHIN 101 or Passing the appropriate departmental placement test within the previous year

Continuation of the skills developed in CHIN 101. Increased practice in reading and writing. Acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture.

**CHIN 140 | TOPICS IN CHINESE LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area**

Study at the lower-division level of a topic in Chinese literature and culture. This course is taught in English and satisfies the core requirement for Literary Inquiry but does not satisfy the core Second Language requirement.

**CHIN 141 | TOPICS IN CHINESE LITERATURE, FILM OR CULTURE- DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Chinese literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

**CHIN 142 | TOPICS IN CHINESE LITERATURE, FILM OR CULTURE- GLOBAL FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Chinese literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

**CHIN 194 | SPECIAL TOPICS IN CHINESE LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Chinese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**CHIN 201 | THIRD SEMESTER CHINESE****Units: 3****Core Attributes: Second language competency**

Prerequisites: CHIN 102 or Passing the appropriate departmental placement test within the previous year

Further development of language competence. Practice in oral and written Chinese at the intermediate level, with an emphasis on reading and basic composition. Continued acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture.

**CHIN 202 | FOURTH SEMESTER CHINESE****Units: 3**

Prerequisites: CHIN 201 or Passing the appropriate departmental placement test within the previous year

Further development of language competence. Practice in oral and written Chinese at the intermediate level, with an emphasis on reading and basic composition. Continued acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture.

**CHIN 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: CHIN 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**CHIN 299 | INDEPENDENT STUDY****Units: 3 Repeatability: No**

Independent study at the lower-division level.

**CHIN 301 | CONVERSATION AND COMPOSITION****Units: 3 Repeatability: No**

Prerequisites: Passing the appropriate departmental placement test within the previous year or CHIN 202

This course strengthens students' language foundation in all aspects of modern standard Chinese, including speaking, listening, reading, and writing. The course is project based and students will apply what they learned from the teaching materials, including vocabulary, grammar, and cultural knowledge, to different verbal or written assignments that lead to the completion of group projects. Authentic materials will be introduced during the course as auxiliary materials to help students analyze issues.

**CHIN 302 | CONTEMPORARY CHINA: CULTURE, POLITICS AND SOCIETY****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: Passing the appropriate departmental placement test within the previous year or CHIN 202

This course introduces students to multiple aspects of Chinese culture and society that are considered timely and will have a lasting social impact. Students will gain intermediate to advanced listening, speaking, reading and writing skills in standard Chinese.

**CHIN 303 | MEDIA CHINESE: INTERNET, TELEVISION AND FILM****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: CHIN 301

This course uses popular TV series and canonical Chinese films as background to discuss contemporary social issues. Students will discuss topics such as China's real estate market, economy and investment, Internet and technology, modernization and urban migration, consumer culture, and young people's perspectives on love and gender. This class will also teach up-to-date vocabulary and idioms created by netizens that have gained national popularity.

**CHIN 304 | PROFESSIONAL CHINESE: LANGUAGE AND CULTURE****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: CHIN 301 or CHIN 302

This course aims to enhance students' language skills in a formal context, including giving professional presentations and writing correspondence suited to different business or academic occasions. It is designed for students at a high intermediate or beginning advanced level of proficiency, developing both fluency and accuracy through a topic-based syllabus. Centering on issues of population, education, family, gender, environment, business and technology, this course helps students understand contemporary China and prepares them for reading authentic written materials. This course is taught in Chinese and specialized knowledge of business and economics is not required.

**CHIN 320 | FABLES AND IDIOMS: CLASSIC CHINESE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: CHIN 301 or CHIN 302

This course introduces students to classical Chinese, the written language of China from the sixth century B.C to the early twentieth century, by studying expressions and stories taken from masterworks of literary and cultural traditions (short proverbs, philosophical writings, and historical literature) created in early China. These stories will help students gain literacy and familiarity with Chinese written texts that are at the heart of Chinese culture. Through reading historical texts, students will learn basic syntax, grammar, and vocabulary that are unique to classical Chinese while identifying issues that have been explored continuously throughout history.

**CHIN 347 | CHINESE CINEMA: POSTSOCIALISM AND MODERNITY****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

This course helps students attain a sophisticated understanding of China's modern history through the study of cinema as critical texts that respond creatively, aesthetically, and constructively to issues such as nationalism, transnationalism, representation, realism, self-identity (gender, class, region, etc.) and history. Films analyzed in this course articulate the political and social transformations in the pan-China region over the past decades that are direct result of the impact of globalization and a century-long aspiration for modernity.

**CHIN 394 | SPECIAL TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: Passing the appropriate departmental placement test within the previous year or CHIN 202

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**CHIN 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced French language skills will be utilized. Elective credit only (does not count toward the minor).

**CHIN 494 | TOPICS: CHINESE LANGUAGE III****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study of special topics in Chinese literature, language, or culture. When offered, selected subjects will be announced on the MySanDiego portal.

**CHIN 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. This course may be repeated for credit when the topic changes.

## Classical Greek

### Program Director

Santiago Rubio-Fernaz, PhD

The study of Classical Greek allows students to become familiar with one of the oldest written traditions in the world. The cultural productions of Greece in antiquity are worthy of study both in their own right and for their continuing, vital relevance to the world we live in today. Students acquire an appreciation for key aspects of the cultural legacy of one of the civilizations that has most shaped the modern world, and they simultaneously enrich their knowledge of English vocabulary and grammar.

Students may elect to major in Interdisciplinary Humanities with a concentration in Classical Studies in either the Humanities or European Studies tracks. Upper-division courses relating to Greek culture will be completed in disciplines such as history, philosophy, political science, and theology and religious studies. These courses are conducted in English. With the prior permission of the director, GREK 294, GREK 394, and GREK 499 may be counted toward the requirements. The Classical Studies minor (Option 1) requires GREK 101-201 and makes GREK 202 one of the choices from a list of lower-division courses. With the prior permission of the Director of Classical Studies, GREK 294, GREK 394, and GREK 499 may be counted toward the requirements.

**GREK 101 | FIRST SEMESTER GREEK****Units: 3**

Prerequisites: Passing the appropriate departmental placement test within the previous year

Introduction to Classical (Attic) Greek. The fundamentals of morphology, syntax, and vocabulary, with emphasis on the use of the language as it appears in the literature of fifth century Athens and the Bible. Study of English vocabulary derived from Greek.

**GREK 102 | SECOND SEMESTER GREEK****Units: 3**

Prerequisites: or Passing the appropriate departmental placement test within the previous year GREK 101 or Passing the appropriate departmental placement test within the previous year

A continuation of GREK 101. Further study of morphology and syntax of Classical (Attic) Greek. Easier readings excerpted from the writings of Aesop and Apollodorus, as well as extended passages from the New Testament.

**GREK 140 | TOPICS IN GREEK LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Greek literature and culture. This course is taught in English and will not satisfy the Language Core requirement.



**GREK 194 | SPECIAL TOPICS IN CLASSICAL GREEK LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Classical Greek literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**GREK 201 | THIRD SEMESTER GREEK****Units: 3 Repeatability: No****Core Attributes: Second language competency**

Prerequisites: Passing the appropriate departmental placement test within the previous year or GREK 102

Review and further study of grammar and vocabulary of Classical (Attic) Greek. Readings taken from the writings of Xenophon, Herodotus, and the Bible. Introduction to the epic poetry of Homer.

**GREK 202 | FOURTH SEMESTER GREEK****Units: 3**

Prerequisites: GREK 201 or Passing the appropriate departmental placement test within the previous year

Introduction to Classical Greek literature and composition. This course introduces the student to a variety of classical, biblical, and early Christian authors through graded readings. In addition, students will learn to write simple Greek prose to strengthen their skill in mastering the complicated inflections and syntax of language.

**GREK 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: GREK 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair.

**GREK 299 | INDEPENDENT STUDY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Independent study at the lower-division level.

**GREK 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: GREK 202

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair.

**GREK 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced Greek language skills will be utilized.

**GREK 494 | TOPICS****Units: 3**

Prerequisites: GREK 202

**GREK 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor.

## French and Francophone Studies

### Program Director

Sylvie Ngilla McGraw, PhD

## Faculty

Eliza Smith, PhD

Richard Stroik, PhD

The French language is the vehicle for a rich culture and civilization. It is a humanistic, lively, modern language encountered not only in gastronomy, fashion and travel, but also in industry (from aerospace to biotechnology to electronics), the sciences (from medicine and ecology to micro-biology), business, etc. As one of the official languages of both the United Nations and the European Union, it is a very useful tool in diplomacy and the political arena. French thinkers have traditionally been in the avant-garde of intellectual life, which makes a working knowledge of this language invaluable to scholars in all fields, just as it is indispensable for teachers, translators, writers, and diplomats.

We highly recommend that students take advantage of our semester program in France and/or the third-semester French summer course in France. Information is available at the International Center, Saints Hall, Room 201, or at [www.sandiego.edu/international/study-abroad/](http://www.sandiego.edu/international/study-abroad/) (<http://www.sandiego.edu/international/study-abroad/>).

## The French and Francophone Studies Major

### Preparation for the French and Francophone Studies Major

Students must have finished FREN 202 or the equivalent (e.g. placement in upper-division through the Department's Placement exam), thereby demonstrating proficiency in oral and written expression. Lower-division courses provide the necessary training in the four basic language skills (listening, speaking, reading, writing) as well as basic cultural competency. Upper-division courses further develop these skills and bring students to a level of proficiency of Advanced Low to Advanced High on the ACTFL scale. The experience of living and studying in France or a Francophone country is highly recommended.

### The Major

#### Option 1

This option requires a minimum of 24 upper-division units that must include:

Code	Title	Units
FREN 301	Advanced Grammar and Composition (or equivalent)	3
FREN 320	Survey of French Literature I: Middle Ages to 18th Century	3
or FREN 321	Survey of French Literature II: 19th to 21st Centuries	
or FREN 322	Survey of Francophone Literature	
Four upper-division FREN courses at any level		12
Two FREN courses at the 400 level		6
FREN 495	Senior Capstone Project (optional) <sup>1</sup>	0-3
or FREN 497	Senior Capstone Project with Advanced Integration	
<b>Total Units</b>		<b>24-27</b>

<sup>1</sup> The optional capstone project (1-3 units) is carried out in the student's last year in the program, and it often is linked thematically to one of the last two upper-division courses taken for the major. Students interested in a capstone project should consult the Director of French and Francophone Studies. The student must meet with her or his capstone advisor to determine the parameters for the project and consult with the program director to enroll either in FREN 495 or in FREN 497.

A minimum of 15 upper-division units must be taken on the USD campus. Up to 6 units taught in French at the 300 level may be transferred from accredited American or International programs.

### Option 2

This option requires a minimum of 27 upper-division units that must include:

Code	Title	Units
<b>Courses in the French and Francophone Studies section of the Department of Languages, Cultures and Literatures (21-24 units)</b>		
FREN 301	Advanced Grammar and Composition (or equivalent)	3
FREN 320	Survey of French Literature I: Middle Ages to 18th Century	3
or FREN 321	Survey of French Literature II: 19th to 21st Centuries	
or FREN 322	Survey of Francophone Literature	
Three upper-division FREN courses at any level		9
Two FREN courses at the 400 level		6
FREN 495	Senior Capstone Project (optional) <sup>1</sup>	0-3
or FREN 497	Senior Capstone Project with Advanced Integration	
<b>Courses in Other Departments (6 units)</b>		
Select six units of upper-division courses from the following. <sup>2</sup>		6
ANTH 328	Caribbean Cultures	
ANTH 339	Post Medieval Seafaring and Empire	
ANTH 385	Native Peoples of Northwest Europe	
ARCH 321	City and Utopia: Introduction to History of Urbanism	
ARCH 340	Biographies of World Cities	
ARTH 323	Memory, Monument, Museum: Politics of Display	
ARTH 334	Art of the Twentieth and Twenty First Centuries in Europe and the Americas	
ARTH 336	History and Theory of Photography	
ARTH 361	Chinoiserie and Japonisme	
COMM 380	International Media	
COMM 475	Intercultural Communication	
ECON 333	International Economics	
ENGL 315	Literary Periods	
ENGL 321	Literature of Race, Gender and Sexuality	
ENGL 366	Modern and Contemporary European Literature	
ENGL 372	Film Studies	
ENGL 374	Gender and Literature	
ETLW 302	Business and Society	
FILM 301	Introduction to Film Theory	
FINA 405	International Financial Management	
HIST 304	Africa in the Western Imagination	
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450	
HIST 323		
HIST 331	The Global Renaissance	
HIST 339	Americans in Paris through War and Peace	
HIST 340	World War I	
HIST 341	World War II	
HIST 342	From Subjects to Citizens: Nation Building in France and India	
HIST 348	France in Revolution and War	
HIST 378	The History of World War I and World War II through Literature and Film	

MGMT 309	International Comparative Management
MKTG 305	Global Marketing
MKTG 306	Global Marketing Alternative
MUSC 317	Spanish, French and German Diction for Singers
PHIL 474	Twentieth Century Continental Philosophy
POLS 302	Political Thought: Modern and Contemporary
POLS 307	Feminist Political Theories
POLS 352	Comparative Politics of Developing Countries
POLS 353	Politics and Religion
POLS 354	Revolutionary Change
POLS 355	Politics in Europe
POLS 359	Politics in the Middle East
POLS 360	Politics in Sub-Saharan Africa
POLS 363	Politics in France
POLS 377	Regional Security
POLS 378	Transnational Crime and Terrorism
POLS 380	Theories of International Political Economy
POLS 381	Migration & Immigration Politics and Policy
POLS 382	International Human Rights
POLS 383	International Organizations
SOCI 374	Social Movements
SOCI 410	Social Change: Global Perspectives
THEA 360	Theatre History 1
THEA 362	Theatre History 2
THRS 315	Islamic Thought and Culture
THRS 318	Islam, Women and Literature
THRS 323	War and Peace in the Christian Tradition
THRS 331	Sexual Ethics in the Catholic Tradition
THRS 353	Early Christianities
THRS 367	Feminist Theology and Ethics
THRS 372	Women, Gender, and Christianity in the Ancient World

**Total Units** **27-30**

<sup>1</sup> The optional capstone project (1-3 units) is carried out in the student's last year in the program, and it often is linked thematically to one of the last two upper-division courses taken for the major. Students interested in a capstone project should consult the Director of French and Francophone Studies. The student must meet with her or his capstone advisor to determine the parameters for the project and consult with the program director to enroll either in FREN 495 or in FREN 497.

<sup>2</sup> All of the units must be taken at USD or in a course taught by a USD professor in a USD study abroad program. Additional courses may be accepted in satisfaction of this requirement, with approval of the Director of French and Francophone Studies.

A minimum of 15 upper-division units must be taken on the USD campus. Up to 6 units taught in French at the 300 level may be transferred from accredited American or International programs.

### Recommended Program of Study for the French and Francophone Studies Major

FREN 101 through FREN 202 must be taken in order, one course per semester. Once the 300 level is reached, two courses or more can be taken at the same time, but prerequisites must be observed. When planning a major or minor,

advisors will help map out the best course for each student according to previous background, future career goals, or personal interest.

## *The French and Francophone Studies Minor*

Two options are available. The recommended upper-division courses for both are FREN 301, FREN 302, FREN 303, and FREN 310.

1. 18 units: at least nine of the 18 units must be in upper-division courses.
2. 12 upper-division units. Prerequisites: Fourth-semester competency in French and approval by the department chair.

A minimum of six upper-division units must be taken on the USD campus. The experience of living and studying in a Francophone country is most highly recommended.

### **FREN 101 | FIRST SEMESTER FRENCH**

**Units: 3**

Prerequisites: Passing the appropriate departmental placement test within the previous year

Introductory course to French life, language, and grammar, with stress upon pronunciation and oral comprehension.

### **FREN 102 | SECOND SEMESTER FRENCH**

**Units: 3**

Prerequisites: FREN 101 or Passing the appropriate departmental placement test within the previous year

Essentials of French grammar together with writing, reading, pronunciation, and comprehension.

### **FREN 140 | TOPICS IN FRENCH LITERATURE AND CULTURE**

**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

**Non-Core Attributes: Literature-Pre F17 CORE**

Study at the lower-division level of a topic in French literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

### **FREN 141 | TOPICS IN FRENCH/FRANCOPHONE LIT OR CULTURE- DOMESTIC FOCUS**

**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

**Non-Core Attributes: Literature-Pre F17 CORE**

Study at the lower-division level of a topic in French and Francophone literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

### **FREN 142 | TOPICS IN FRENCH/FRANCOPHONE LIT, FILM OR CULT- GLOBAL FOCUS**

**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

**Non-Core Attributes: Literature-Pre F17 CORE**

Study at the lower-division level of a topic in French and Francophone literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

### **FREN 194 | SPECIAL TOPICS IN FRENCH LITERATURE AND CULTURE**

**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in French literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

### **FREN 201 | THIRD SEMESTER FRENCH**

**Units: 3 Repeatability: No**

**Core Attributes: Second language competency**

Prerequisites: FREN 102 or Passing the appropriate departmental placement test within the previous year

Completes the introduction of the basic structures of the language, with increased emphasis on grammatical exactness to further develop communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the French-speaking community. Offered every semester. Also offered as summer intensive in Paris with direct immersion in French life and culture, family homestay. Offered every other year, depending on minimum enrollment. Open to all students and prepares equally well for FREN 202.

### **FREN 202 | FOURTH SEMESTER FRENCH**

**Units: 3 Repeatability: No**

**Core Attributes: Oral communication competency**

Prerequisites: FREN 201 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year

Oral and written practice of idiomatic expression and syntax. Emphasis on accuracy and fluency reinforced through readings of short stories and essay writing, as well as conversations dealing with contemporary French and Francophone culture. Prerequisites: FREN 201 with a grade of C- or better or equivalent, or Placement Exam. Every semester.

### **FREN 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE**

**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

**Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: FREN 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

### **FREN 300 | ADVANCED CONVERSATION**

**Units: 3 Repeatability: No**

**Core Attributes: Oral communication competency**

Prerequisites: FREN 202

Oral practice through debates and discussions of current events or films. Role playing emphasizing cultural content, using experiential methods. Study of basic notions of phonetics when necessary to help with pronunciation, advanced idiomatic forms, specific vocabulary and diverse means or styles of expression in preparation for upper-division work.

### **FREN 301 | ADVANCED GRAMMAR AND COMPOSITION**

**Units: 3 Repeatability: No**

**Core Attributes: Advanced writing competency**

Prerequisites: FREN 202 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year

Advanced written practice and grammar review. Essay topics follow a simulation enriched by literary texts and multimedia activities. Required for all advanced courses beyond FREN 320.

### **FREN 302 | INTRODUCTION TO THE ANALYSIS OF FRENCH LITERARY TEXTS**

**Units: 3 Repeatability: No**

**Core Attributes: Literary Inquiry area**

Prerequisites: FREN 202 or Passing the appropriate departmental placement test within the previous year

Introduction to the analysis of texts selected from representative masterpieces of French and Francophone literature in all genres. Emphasis will be on close reading of texts, with an overview of the historical evolution of literary styles and genres.

**FREN 303 | CULTURAL BACKGROUNDS OF FRENCH CIVILIZATION****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: FREN 202 or Passing the appropriate departmental placement test within the previous year

Survey of the historical, social, cultural, and artistic evolution of French from the Middle Ages to the present.

**FREN 310 | FRENCH PHONETICS****Units: 3**

Prerequisites: FREN 301

An intensive study of French phonemes, diction, and speech and their practical applications in contemporary France.

**FREN 315 | L2 TEACHING METHODOLOGIES AND APPLIED LINGUISTICS****Units: 3**

Prerequisites: FREN 301

An introduction to the history of second language teaching methods, applied linguistics, and the fundamentals of second language teaching. Initial training in the skills needed to be a second language teacher.

**FREN 317 | BUSINESS FRENCH****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Course to develop linguistic proficiency in speaking, reading, listening and writing through exposure to business practices in French and Francophone companies. Additional study of cultural, social and economic topics through Francophone media (newspapers, radio, television, internet) will prepare students to enter the Francophone labor force.

**FREN 320 | SURVEY OF FRENCH LITERATURE I: MIDDLE AGES TO 18TH CENTURY****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: Passing the appropriate departmental placement test within the previous year or FREN 301

Introduction to the major works of French literature, in their socio-cultural context, from the birth of the language to the Age of Enlightenment.

**FREN 321 | SURVEY OF FRENCH LITERATURE II: 19TH TO 21ST CENTURIES****Units: 3 Repeatability: No**

Prerequisites: FREN 301 or FREN 302

Introduction to the major works of French and Francophone literature, in their socio-cultural context, from the end of the 18th century to the beginning of the 21st century.

**FREN 322 | SURVEY OF FRANCOPHONE LITERATURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area, Global Diversity level 2**

Prerequisites: FREN 301

This course introduces students to Francophone literature in the world with an emphasis placed on interconnections between textual analysis, aesthetics, culture and politics, focusing on selected literary texts (predominantly), films and art from Sub-Saharan Africa, the Maghreb, the Caribbean and its Diaspora.

**FREN 332 | CINEMA IN FRENCH: (IN)VISIBLE IDENTITIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Global Diversity level 2**

Prerequisites: Passing the appropriate departmental placement test within the previous year or FREN 202

Representations of minorities and women continue to depend on stereotypes and discriminations in the French films industry. From a selection of films, video clips and documentaries in French we will question the meaning of invisibility as individual and social experience of discrimination of one or many labels of identity we carry. We will examine representations against the invisibility of intersectional identities that can be associated with gender, race, ethnicity, religion, nationality, sexuality, and disability. Our focus will be on movies by French and Francophone directors that purposely challenge representations of discriminations and inequality in society.

**FREN 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: FREN 202 or Passing the appropriate departmental placement test within the previous year

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**FREN 403 | CONTEMPORARY FRENCH CIVILIZATION****Units: 3 Repeatability: No**

Prerequisites: FREN 301 and (FREN 320 or FREN 321 or FREN 322)

An in-depth study of major facets of the modern way of life in France and Francophone countries, with special emphasis on the political, social, and artistic areas.

**FREN 409 | CONTEMPORARY AFRICAN FRANCOPHONE THEATRE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)

Study of selected masterpieces of dramatic literature from French-speaking countries in Africa and its diaspora in France. Students will explore expressions and mutations of Francophone African theater from 1960 (when most African countries gained their independence from European colonial rule) to today.

**FREN 410 | FRENCH THEATER****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)

Study of selected masterpieces of dramatic literature that reflect France's people and culture, and the evolution of the genre through the ages.

**FREN 411 | FRENCH PROSE****Units: 3 Repeatability: No**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)

Study of a variety of French non-fiction and fiction (other than the novel) such as essais, pensées, discours, contes, fables, nouvelles, sermons, etc. This course will examine the richness of French thought and storytelling through the ages.



**FREN 412 | FRENCH NOVEL****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)

Study of selected novels reflecting the evolution of the novelistic genre through the ages. The course may include major works by such authors as l'Abbé Prévost, Balzac, Stendhal, Flaubert, Zola, Ndiaye, Camus, Colette, Nothomb, de Beauvoir, and others.

**FREN 413 | FRENCH POETRY****Units: 3 Repeatability: No**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)

Study of French poetry and poetic forms from the Middle Ages to the present.

**FREN 414 | FRENCH WOMEN WRITERS****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)

Study of representative works of French women writers from Marie de France to contemporary authors in their historical and social milieu.

**FREN 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced French language skills will be utilized. A maximum of two units may be applied to the major, none to the minor. Anything over two units will count as a general elective.

**FREN 494 | TOPICS IN FRENCH LITERATURE, LANGUAGE OR CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321)

Study at an advanced level of French literature, language, or culture. Topics may include specific authors, periods, or linguistic studies such as: Business French, Francophone literature, French stylists, Voltaire, Hugo, etc. When offered, selected subjects will be announced on the MySanDiego portal.

**FREN 495 | SENIOR CAPSTONE PROJECT****Units: 1-3 Repeatability: No**

This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate study. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. The capstone is taken concurrently with one of the last two upper-division courses for the major, to which it is thematically linked. The student must meet with his or her capstone advisor (the professor for the upper-division major course) to determine the parameters for the project and consult with the program director to enroll.

**FREN 497 | SENIOR CAPSTONE PROJECT WITH ADVANCED INTEGRATION****Units: 1-3 Repeatability: No****Core Attributes: Advanced Integration**

This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate studies. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. Unlike 495, this project also fulfills the Advanced Integration requirement of the Core Curriculum. Students have two options: 1) a community engagement integration project or 2) a multidisciplinary integration project. Consult with your advisor and the program director. Capstone projects are approved by the program director. Similar to 495, this capstone project is not required but rather an optional course for students.

**FREN 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor.

## German

### Program Director

Christiane P. Staninger, PhD

In general, an education in German not only encourages students to consider the profound effects of German-speaking thinkers, scientists, and artists on the modern world, but also provides a lens through which the particular contours of the present and past can be evaluated. Knowledge of the German language and an understanding of the cultures of the countries where German is spoken provide a valuable preparation for many careers and graduate programs. In addition, it opens the door to lifelong cultural enrichment. German is a primary language of scholarship and international communication in a diverse range of academic and scientific fields, including industry and commerce. The lower-division language classes give students the strong base in oral and written skills that will prepare them for a successful period of study abroad, completion of the German minor, or simply give them the fundamental tools for developing conversational fluency. The minor in German is an excellent complement to a number of different disciplines such as art history, business, international relations, mathematics, music, political science, literature, philosophy and religious studies. Upper-division courses are aimed at encouraging individual exploration of the country, its culture, its literature, its industry and commerce, while at the same time building and reinforcing language proficiency.

Students may elect to major in Interdisciplinary Humanities with a concentration in German in either the Humanities or European Studies track. Upper-division courses will be completed in disciplines such as history, philosophy, political science, and theology and religious studies. These courses are conducted in English. With the prior permission of the Director of Interdisciplinary Humanities, GERM 294, GERM 394, GERM 494, and GERM 499 may be counted toward the requirements of both programs.

Students are strongly encouraged to take advantage of our semester program in Freiburg, Germany or Vienna, Austria and/or our third-semester German in Europe intensive summer course. Information is available at the International Center, Serra Hall, Room 201, or at [www.sandiego.edu/international/study-abroad/](http://www.sandiego.edu/international/study-abroad/) (<http://www.sandiego.edu/international/study-abroad/>).

### The German Minor

Two options are available:

- 18 units: at least 9 of the 18 units must be in upper-division courses.
- 12 units of upper-division courses. Prerequisites: Fourth-semester competency in German and approval of department chair.

A minimum of six upper-division units must be taken on the USD campus. The experience of living and studying in a German-speaking country is most highly recommended.

### Recommended Program of Study for the German Minor

GERM 101 through GERM 202 courses must be taken in order, one course per semester. Once the 300 level is reached, two courses or more can be taken at the same time, but prerequisites must be observed. When planning the minor, the program director will help map out the best course for each student according to previous background, future career goals, or personal interest.

**GERM 101 | FIRST SEMESTER GERMAN****Units: 3-4**

Prerequisites: Passing the appropriate departmental placement test within the previous year

Introductory course to German life, language, and essentials of basic grammar with stress upon pronunciation, reading, and oral comprehension.

**GERM 102 | SECOND SEMESTER GERMAN****Units: 3**

Prerequisites: GERM 101 or Passing the appropriate departmental placement test within the previous year

A continuation on the basis of GERM 101 with emphasis on reading, writing, grammar, pronunciation, and elementary conversation.

**GERM 140 | TOPICS IN GERMAN LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Study at the lower-division level of a topic in German literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**GERM 141 | TOPICS IN GERMAN LITERATURE, FILM OR CULTURE- DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Study at the lower-division level of a topic in German literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

**GERM 142 | TOPICS IN GERMAN LITERATURE, FILM OR CULTURE- GLOBAL FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Study at the lower-division level of a topic in German literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

**GERM 194 | SPECIAL TOPICS IN GERMAN LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in German literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**GERM 201 | THIRD SEMESTER GERMAN****Units: 3****Core Attributes: Second language competency**

Prerequisites: GERM 102 or Passing the appropriate departmental placement test within the previous year

Completes the introduction of the basic structures of the language, with continuing emphasis on communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the German-speaking community. This course is also offered in the summer in Europe (see below). Prerequisite: GERM 102 or equivalent or Placement Exam. Every Fall. Also offered as THIRD SEMESTER GERMAN IN EUROPE: Intensive summer course in Germany, Austria, or Switzerland conducted by a USD faculty member. Direct immersion in the life and culture of German-speaking people. See course description above. The university reserves the right to cancel this course if minimum enrollment is not met, or for any other reason. Prerequisite: GERM 102 or equivalent or Placement Exam. Every Fall.

**GERM 202 | FOURTH SEMESTER GERMAN****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: GERM 201 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year

Oral and written practice of idiomatic expression and syntax. Emphasis on accuracy and fluency reinforced through readings of short stories and essay writing, as well as conversations dealing with German life and culture.

**GERM 230 | INTERMEDIATE CONVERSATION****Units: 3**

Prerequisites: GERM 201 or GERM 202

Intensive drill in spoken German based on assigned topics. This course does not count toward the German minor, but does count as elective lower-division units toward graduation.

**GERM 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: GERM 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**GERM 299 | INDEPENDENT STUDY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Independent study at the lower-division level.

**GERM 301 | ADVANCED COMPOSITION****Units: 3 Repeatability: No**

Prerequisites: GERM 202 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year

Further development of oral and writing abilities. Continued study of the grammatical structure of German with emphasis on idiomatic expressions and syntax. Reading of modern authors and work through various films in order to consolidate the learning of idiomatic expressions and prepare for literature classes and further studies through interpretation of prose and films as well as techniques for plot and character analysis.

**GERM 302 | READINGS IN GERMAN LITERATURE****Units: 3****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: GERM 301

Assigned readings in modern literature; class reports and essays on literary topics of prose and poetry.

**GERM 303 | CULTURAL BACKGROUNDS OF GERMAN CIVILIZATION****Units: 3**

Prerequisites: GERM 202

Survey of the historical, social, cultural, and artistic evolution of German from the origins to the present. Survey of modern life and geography in Germany.

**GERM 304 | COMMERCIAL CORRESPONDENCE AND ADVANCED BUSINESS GERMAN****Units: 3**

Prerequisites: GERM 202

Oral and written Geschäftsdeutsch with special attention to accurate and idiomatic expressions used in economics, business, professional, and technical fields with an insight into Germany's place in the European Union and the world market.

**GERM 312 | GERMAN LITERATURE FROM 1900 TO THE PRESENT****Units: 3****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: GERM 301

A survey of German literature from 1900 to the present. Important movements, authors, and works in German literature since the turn of the century.

**GERM 315 | L2 TEACHING METHODOLOGIES AND APPLIED LINGUISTICS****Units: 3**

Prerequisites: GERM 301

An introduction to the history of second language teaching methods, applied linguistics, and the fundamentals of second language teaching. Initial training in the skills needed to be a second language teacher.

**GERM 340 | TOPICS IN LITERATURE, FILM AND CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Prerequisites: GERM 202 or Passing the appropriate departmental placement test within the previous year

Study of special topics in German-language literatures, films and cultures that meets the Literary Inquiry core requirement. When offered, selected subjects will be announced on the MySanDiego portal.

**GERM 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: GERM 202

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**GERM 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced German language skills will be utilized. Elective credit only (does not count toward the minor).

**GERM 494 | TOPICS IN GERMAN LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: GERM 302

Study at an advanced level of major topics of German literature, such as Medieval authors, Renaissance and Baroque masterworks, masterpieces of the Age of Enlightenment, the period of Storm and Stress, Classic and Romantic, Realism, Naturalism, and Modern works of the 20th century; themes, authors, genres. When offered, selected subjects will be announced on the MySanDiego portal. Prerequisite: GERM 302 or equivalent. May be taken for credit each time topic changes.

**GERM 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. A maximum of three units may be applied toward the minor.

## Italian Studies

### Program Director

Loredana Di Martino, PhD

### Faculty

Brittany Asaro, PhD

The study of Italian is essential to gain a fuller understanding of the cultural, economic and political forces that continue to shape the Mediterranean, Europe and the world. The mission of the Italian Program is to develop students' proficiency in a second language while providing them with a critical understanding of Italian culture in a transnational context and beyond traditional disciplinary confines. We explore the shifting borders and boundaries of Italy by examining the cultures produced by Italian and Italoophone authors of diverse backgrounds as well as the multilayered identities created through the encounter of different cultural heritages. Likewise, we also focus on the hybrid cultures produced by the Italian diaspora in different parts of the world. Our courses analyze different types of cultural products - written, visual and audiovisual - while exploring their links to history and society also in light of contemporary global challenges.

Italian Studies majors may integrate Italian with other fields of study by taking a limited number of upper-division courses taught in English in other departments. In addition, they can combine the major in Italian Studies with a second major, or a minor in another field. Majors and minors can take advantage of our faculty-led summer program (201-third semester Italian in Italy) and a number of approved semester-long study-abroad programs in Italy.

A degree in Italian Studies or a double major in Italian and another field can help students pursue careers in many different fields, including politics & international relations, art & design, film, journalism & communications, business, finance, marketing, tourism and hospitality, enology and culinary arts, teaching and education, fashion, translation and interpreting, and many others.

## The Italian Studies Major

### Preparation for the Italian Studies Major

Students must have finished ITAL 202 or the equivalent (e.g. placement in upper-division through the Department's Placement exam), thereby demonstrating proficiency in oral and written expression. Lower-division courses provide the necessary training in the four basic language skills (listening, speaking, reading, writing) as well as basic cultural competency. Upper-division courses further develop these skills and bring students to a level of proficiency of Advanced Low to Advanced High on the ACTFL scale. The experience of living and studying in Italy is highly recommended.

### Major Requirements

24-27 units of upper-division work—8 courses plus the optional capstone project (1-3 units) if appropriate—of which a minimum of 18 units (6 courses) must be in Italian (ITAL). The remaining 6 units may be either in Italian (ITAL) or approved interdisciplinary courses taught in English in other Departments.

A minimum of 18 upper-division units must be taken on the USD campus.

Code	Title	Units
<b>Italian Courses (ITAL) Required</b>		
ITAL 301 or ITAL 303	Writing and Composition in Italian Advanced Writing for the Professions	3
ITAL 302	Contemporary Italy: Culture, Politics and Society	3
Select one of the following courses on the early modern period : <sup>1</sup>		3
ITAL 320	Introduction to Italian Literature and Culture I: From the Middle Ages to the 17th Century	
ITAL 410	Studies in Medieval and Renaissance Italy	
ITAL 420	Dante and His Times	
Select one of the following courses on the modern or contemporary period: <sup>1</sup>		3
ITAL 321	Introduction to Italian Literature and Culture II: From the Enlightenment to Today	
ITAL 403	Studies in Italian Film	

ITAL 411	Studies in Modern and Contemporary Italy	
ITAL 413	Studies in the Italian Diaspora with a Domestic Focus	
4 elective upper-division courses. Up to 2 of these courses can be Interdisciplinary courses taught in English in other departments (see section on Interdisciplinary courses below)		12
ITAL 495	Senior Capstone Project (optional) <sup>2</sup>	0-3
or ITAL 497	Senior Capstone Project with Advanced Integration	
<b>Total Units</b>		<b>24-27</b>

<sup>1</sup> Additional courses may be used to satisfy this requirement, if the focus is appropriate. Examples include: ITAL 340, ITAL 341, ITAL 342, ITAL 347, ITAL 394, ITAL 440, ITAL 494. Consult the Program Director for information about these courses.

<sup>2</sup> The optional capstone project (1-3 units) is carried out in the student's last year in the program. The student must meet with her or his capstone advisor to determine the parameters for the project and consult with the program director to enroll either in ITAL 495 or in ITAL 497-the Senior Capstone Project with Advanced Integration.

## Interdisciplinary Courses

Students can complete all coursework in Italian. However, a maximum of 6 upper-division units (2 courses) may be taken in English from among the courses listed below, their equivalents, or other appropriate courses offered on campus or by our approved study-abroad programs in Italy. In order for an interdisciplinary course to count for the major in Italian Studies, one of the following conditions must be met:

1. the course inherently includes significant content on Italy or Italian topics; or
2. during the course the student completes a project (e.g. research paper, presentation, portfolio, etc.) with a substantial focus on Italy or Italian topics

In either case, all interdisciplinary courses require prior written approval of the Director of Italian. You should meet with the Director before registering for the class.

Examples of Interdisciplinary Courses: ARCH 321, ARCH 322/ARTH 322, ARTH 334, COMM 475, ECON 333, ENGL 330, FINA 405, HIST 312, HIST 321, HIST 322, HIST 331, HIST 332, HIST 341, MKTG 305. Other courses may satisfy this requirement; please consult the Director of Italian.

## Double Counting

The Department of Languages, Cultures and Literatures will grant credit towards the Italian Studies major for interdisciplinary courses taken for another major, except for interdisciplinary majors that prohibit double counting (e.g., Ethnic Studies, Environmental and Ocean Sciences, Interdisciplinary Humanities, International Relations and Liberal Studies).

## Recommended Program of Study for the Italian Studies Major

This program of study is designed for incoming freshmen with little or no previous knowledge of the Italian language. Students with sufficient prior language preparation, as determined through the department's placement policy, may initiate upper-division course work as early as their freshman year. Additionally, students can also take one or both of the interdisciplinary courses in English as early as their freshman or sophomore years.

### First Year

Semester I		Units
ITAL 101	First Semester Italian	3
<b>Semester II</b>		

ITAL 102	Second Semester Italian	3
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### Second Year

#### Semester I

ITAL 201	Third Semester Italian	3
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Students may also take ITAL 347 or an interdisciplinary course taught in English

#### Semester II

ITAL 202	Fourth Semester Italian	3
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Students may also take ITAL 347 or an interdisciplinary course taught in English

### Junior Year

#### Semester I

ITAL 301, 302, or 303	Writing and Composition in Italian Contemporary Italy: Culture, Politics and Society	3
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Advanced Writing for the Professions

ITAL 340, 341, 342, or 347	Topics in Italian Literature, Film and Culture	3
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Topics in Italian Literature, Film and Culture-Domestic Focus

Topics in Italian Literature, Film and Culture-Global Focus

Topics in Italian Literature, Film and Culture in Translation

Or another 300-level or Interdisciplinary course

#### Semester II

ITAL 301, 302, or 303	Writing and Composition in Italian Contemporary Italy: Culture, Politics and Society	3
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Advanced Writing for the Professions

Or another 300-level course

ITAL 320 or 321	Introduction to Italian Literature and Culture I: From the Middle Ages to the 17th Century	3
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Introduction to Italian Literature and Culture II: From the Enlightenment to Today

### Senior Year

#### Semester I

Upper-Division Course		3
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Upper-Division Course		3
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#### Semester II

Upper-Division Course		3
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Upper-Division Course or Interdisciplinary Course		3
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ITAL 495 or 497	Senior Capstone Project (optional)	1-3
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Senior Capstone Project with Advanced Integration

## The Italian Minor

All courses for the minor must be taken in Italian (ITAL).

A minimum of 6 upper-division units must be taken on the USD campus.

Two options are available.

1. 18 units: at least 9 of the 18 units must be upper division courses (at the 300 level or higher) in Italian.



2. 12 units of upper-division courses in Italian. Prerequisites: Fourth-semester competency in Italian and approval of department chair.

### **ITAL 101 | FIRST SEMESTER ITALIAN**

**Units: 3 Repeatability: No**

Essentials of Italian grammar with emphasis on communicative proficiency and cultural awareness. Development of the four skills of listening, speaking, reading and writing. Students with no previous knowledge of Italian must complete the Waiver for 101 on the Department's website (<https://www.sandiego.edu/cas/languages/requirements-and-placement/>). Students with some knowledge of Italian must take the USD Placement Exam on the same website and register in the appropriate level. Every semester.

### **ITAL 102 | SECOND SEMESTER ITALIAN**

**Units: 3**

Prerequisites: ITAL 101 or Passing the appropriate departmental placement test within the previous year

Same orientation as in ITAL 101. Further development of communicative proficiency and cultural and intercultural awareness for students who have completed Italian 101 or have previous knowledge of the language. Stress on listening, speaking, reading and writing.

### **ITAL 140 | TOPICS IN ITALIAN LITERATURE AND CULTURE**

**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

**Non-Core Attributes: Literature-Pre F17 CORE**

Study at the lower-division level of a topic in Italian literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

### **ITAL 141 | TOPICS IN ITALIAN LITERATURE, FILM OR CULTURE- DOMESTIC FOCUS**

**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

**Non-Core Attributes: Diversity-Pre F17 CORE, Literature-Pre F17 CORE**

Study at the lower-division level of a topic in Italian literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

### **ITAL 142 | TOPICS IN ITALIAN LITERATURE, FILM OR CULTURE- GLOBAL FOCUS**

**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

**Non-Core Attributes: Diversity-Pre F17 CORE, Literature-Pre F17 CORE**

Study at the lower-division level of a topic in Italian literature, film and/or culture with a global focus. This course is taught in English and will not satisfy the Language Core requirement.

### **ITAL 194 | SPECIAL TOPICS IN ITALIAN LITERATURE AND CULTURE**

**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Italian literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

### **ITAL 201 | THIRD SEMESTER ITALIAN**

**Units: 3**

**Core Attributes: Second language competency**

Prerequisites: ITAL 102 or Passing the appropriate departmental placement test within the previous year

Completes the introduction of the basic structures of the language, with continuing emphasis on communicative proficiency and cultural awareness. At this level students may be encouraged to participate in community service-learning and/or cultural activities within the Italian speaking community. Prerequisites: ITAL 102 or equivalent, or Placement Exam. Every semester. ITAL 201.

### **ITAL 202 | FOURTH SEMESTER ITALIAN**

**Units: 3 Repeatability: No**

**Core Attributes: Oral communication competency**

Prerequisites: Passing the appropriate departmental placement test within the previous year or ITAL 201

Review and expansion of language structures, as well as practice in reading, composition and conversation in preparation for upper-division work.

### **ITAL 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE**

**Units: 3 Repeatability: Yes (Repeatable if topic differs)**

**Non-Core Attributes: Diversity-Pre F17 CORE**

Prerequisites: ITAL 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

### **ITAL 301 | WRITING AND COMPOSITION IN ITALIAN**

**Units: 3 Repeatability: No**

**Core Attributes: Advanced writing competency**

Prerequisites: Passing the appropriate departmental placement test within the previous year or ITAL 202

Focus on the development of reading and writing skills through the analysis of authentic texts, the practice of various modes of written expression, and grammar review.

### **ITAL 302 | CONTEMPORARY ITALY: CULTURE, POLITICS AND SOCIETY**

**Units: 3 Repeatability: No**

**Core Attributes: Oral communication competency**

Prerequisites: ITAL 202

Study of relevant aspects of Italian culture, politics and society, and of key moments in Italian history, with a focus on the development of oral communication skills.

### **ITAL 303 | ADVANCED WRITING FOR THE PROFESSIONS**

**Units: 3 Repeatability: No**

**Core Attributes: Advanced writing competency**

Prerequisites: ITAL 202

Focus on the development of reading and writing skills through the analysis of authentic texts, and the practice of modes of written expression that may be used in a variety of professional and academic settings.

### **ITAL 320 | INTRODUCTION TO ITALIAN LITERATURE AND CULTURE I: FROM THE MIDDLE AGES TO THE 17TH CENTURY**

**Units: 3 Repeatability: No**

**Core Attributes: Literary Inquiry area**

Prerequisites: ITAL 301 or ITAL 302 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 394

Introduction to the major works of Italian literature, in their socio-cultural context, from the birth of the "Italian" language to the 17th century.

### **ITAL 321 | INTRODUCTION TO ITALIAN LITERATURE AND CULTURE II: FROM THE ENLIGHTENMENT TO TODAY**

**Units: 3 Repeatability: No**

**Core Attributes: Literary Inquiry area**

Prerequisites: ITAL 301 or ITAL 302 or ITAL 303 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 394

Introduction to the major works of Italian literature, in their socio-cultural context, from the 18th century to present times.

**ITAL 340 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Prerequisites: ITAL 202 or Passing the appropriate departmental placement test within the previous year

Study at the third-year level of a topic in literature, film and culture. (Repeatable if topic differs).

**ITAL 341 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE- DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Domestic Diversity level 2**

Study at the third-year level of a topic in Italian literature, film and culture with a domestic focus. (Repeatable if topic differs).

**ITAL 342 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE- GLOBAL FOCUS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Global Diversity level 2**

Prerequisites: ITAL 202

Study at the third-year level of a topic in literature, film and culture with a global focus. (Repeatable if topic differs).

**ITAL 347 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE IN TRANSLATION****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Study at the third-year level of a special topic in Italian literature, film and culture in translation. Repeatable if topic differs.

**ITAL 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ITAL 202 or Passing the appropriate departmental placement test within the previous year

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor. May be taken for credit each time topic changes.

**ITAL 403 | STUDIES IN ITALIAN FILM****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Prerequisites: ITAL 320 or ITAL 321

A study of relevant aspects of Italy's rich cinematic tradition. The course can be repeated when the topic changes.

**ITAL 410 | STUDIES IN MEDIEVAL AND RENAISSANCE ITALY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Prerequisites: ITAL 320 or ITAL 321

A study of relevant aspects of the literature, culture and society of Medieval, Humanist and Renaissance Italy. This course can be repeated for credit when the topic changes.

**ITAL 411 | STUDIES IN MODERN AND CONTEMPORARY ITALY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Prerequisites: ITAL 320 or ITAL 321

A study of relevant aspects of the literature, culture and society of modern and contemporary Italy. This course can be repeated for credit when the topic changes.

**ITAL 413 | STUDIES IN THE ITALIAN DIASPORA WITH A DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Domestic Diversity level 2**

Prerequisites: or ITAL 321 ITAL 102 or Passing the appropriate departmental placement test within the previous year

A study of works dealing with the Italian diaspora and the shifting definition of Italianness in North America with a focus on diversity, inclusion and social justice. The course can be repeated when the topic changes.

**ITAL 420 | DANTE AND HIS TIMES****Units: 3****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: ITAL 320 or ITAL 321

A study of Dante's Divina Commedia and other selected works in their literary and historical context.

**ITAL 440 | TOPICS IN ITALIAN LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Prerequisites: ITAL 320 or ITAL 321

Study at the fourth-year level of a topic in literature and culture. (Repeatable if topic differs).

**ITAL 442 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE – GLOBAL FOCUS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Global Diversity level 2**

Prerequisites: ITAL 301 or ITAL 302 or ITAL 303 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 494 or ITAL 494

Study at the fourth-year level of a topic in literature, film and culture with a global focus and an emphasis on issues related to diversity, inclusion and social justice. The course can be repeated when the topic changes.

**ITAL 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced Italian language skills will be utilized. A maximum of two units may be applied to the major, none to the minor. Anything over two units will count as a general elective.

**ITAL 494 | TOPICS IN LITERATURE, LANGUAGE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: ITAL 320 or ITAL 321

Study of special topics in Italian literature, language, or culture. When offered, selected subjects will be announced on the MySanDiego portal.

**ITAL 495 | SENIOR CAPSTONE PROJECT****Units: 1-3 Repeatability: No**

This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate study. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. The capstone is taken concurrently with one of the last two upper-division courses for the major, to which it is thematically linked. The student must meet with his or her capstone advisor (the professor for the upper-division major course) to determine the parameters for the project and consult with the program director to enroll.

**ITAL 497 | SENIOR CAPSTONE PROJECT WITH ADVANCED INTEGRATION****Units: 1-3 Repeatability: No****Core Attributes: Advanced Integration**

This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate studies. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. Unlike 495, this project also fulfills the Advanced Integration requirement of the Core Curriculum. Students have two options: 1) a community engagement integration project or 2) a multidisciplinary integration project. Consult with your advisor and the program director. Capstone projects are approved by the program director. Similar to 495, this capstone project is not required but rather an optional course for students.

**ITAL 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. A maximum of 3 units may be applied toward the major or the minor.

## Japanese

### Program Director

Hiroko Takagi, PhD

The Japanese language program introduces students to a totally different way of thinking from that to which speakers of English and European languages are accustomed. Collaborative classroom activities assist with the acquisition of the Japanese writing system, verbal and non-verbal communication, and Japanese culture. The understanding of a language and culture outside of the European sphere will benefit the student who wishes to “think globally.” Proficiency in Japanese language and knowledge of the culture will be a strong asset for people in the 21st century.

Students may elect to minor in Asian Studies, an interdisciplinary program anchored in the history department or to major in Interdisciplinary Humanities with a concentration in Japanese in either the Asian Studies or Humanities track. Upper-division courses will be completed in disciplines such as history, philosophy, political science, and theology and religious studies. These courses are conducted in English. With the prior permission of their directors, JAPN 294, JAPN 394 and JAPN 499 may be counted toward the requirements of both programs.

Students are strongly encouraged to take advantage of our semester program in Tokyo, Japan and/or the Japanese Culture and Conversation summer or intercession course in Tokyo. Information is available at the International Center, Serra Hall, Room 201 or visit S (<http://www.sandiego.edu/international/study-abroad/>) study Abroad (<http://www.sandiego.edu/international/study-abroad/>) website.

The Japanese program also has a relationship with the San Diego/Yokohama Sister City League, which provides opportunities to meet visiting students, visit Yokohama and apply for summer internships.

**JAPN 101 | FIRST SEMESTER JAPANESE****Units: 3-4**

Prerequisites: Passing the appropriate departmental placement test within the previous year

An introduction to the four basic language skills: listening, speaking, reading, and writing (includes Katakana and Hiragana), with emphasis on oral skills. Supplemental practice with audio-visual materials.

**JAPN 102 | SECOND SEMESTER JAPANESE****Units: 3**

Prerequisites: JAPN 101 or Passing the appropriate departmental placement test within the previous year

Continuation of JAPN 101. Continued development of basic language skills. Increased practice in reading and writing (Katakana, Hiragana), and introduction of 130 Chinese characters used in context. Relationship between language and culture. Supplemental practice with audio-visual materials.

**JAPN 140 | TOPICS IN JAPANESE LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Japanese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**JAPN 141 | TOPICS IN JAPANESE LITERATURE, FILM, CULTURE-DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Japanese literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

**JAPN 142 | TOPICS IN JAPANESE LITERATURE, FILM OR CULTURE-GLOBAL FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Japanese literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

**JAPN 150 | JAPANESE CULTURE AND CONVERSATION****Units: 3**

Prerequisites: JAPN 102

A course designed for students who wish to enhance their command of spoken Japanese, including expanding vocabulary, idiomatic expressions, and the use of previously acquired grammatical structures. This course is also designed to enable the student to become acquainted with the history, geography, politics, traditional arts, and literature of Japan, in addition to daily customs of Japanese society. This course will be taught in Japan during the summer or winter. The university reserves the right to cancel this course if minimum enrollment is not met, or for any other reason. Students who have earned credit in JAPN 201 and/or 202 are also invited to enroll.

**JAPN 152 | JAPANESE CULTURE AND CONVERSATION****Units: 3****JAPN 194 | SPECIAL TOPICS IN JAPANESE LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Japanese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**JAPN 201 | THIRD SEMESTER JAPANESE****Units: 3-4****Core Attributes: Second language competency**

Prerequisites: JAPN 102 or Passing the appropriate departmental placement test within the previous year

Further development of language competence. Practice in oral and written Japanese at the intermediate level, with emphasis on reading and basic composition. Supplemental practice with audio-visual materials.

**JAPN 202 | FOURTH SEMESTER JAPANESE****Units: 3-4**

Prerequisites: JAPN 201 or Passing the appropriate departmental placement test within the previous year

Continued practice in oral and written Japanese. Various styles will be introduced to develop greater accuracy and fluency. Use of authentic modern Japanese materials for better appreciation of the culture. Supplemental practice with audio-visual materials.

**JAPN 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: JAPN 202

Study at the lower-division level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**JAPN 299 | INDEPENDENT STUDY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Independent Study at the lower-division level.

**JAPN 301 | CONVERSATION AND COMPOSITION****Units: 3 Repeatability: No**

Prerequisites: Passing the appropriate departmental placement test within the previous year or JAPN 202

This course strengthens students' language foundation in all aspects of modern Japanese, including speaking, listening, reading, and writing. The course is project based and students will apply what they learned from the teaching materials, including vocabulary, grammar, and cultural knowledge, to different verbal or written assignments that lead to the completion of projects. Authentic materials will be introduced during the course as auxiliary materials to help students analyze issues.

**JAPN 302 | CONTEMPORARY JAPAN: CULTURE, POLITICS AND SOCIETY****Units: 3 Repeatability: No**

Prerequisites: Passing the appropriate departmental placement test within the previous year or JAPN 202

This course introduces students to multiple aspects of Japanese culture and society that are considered timely and will have a lasting social impact. Students will gain intermediate to advanced listening, speaking, reading and writing skills in standard Japanese.

**JAPN 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: JAPN 202

Study at the third-year level of a special topic in language, literature or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**JAPN 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced Japanese language skills will be utilized.

**JAPN 494 | SPECIAL TOPICS****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Study of special topics in Japanese literature, language, or culture. When offered, selected subjects will be announced on the MySanDiego portal.

**JAPN 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. A maximum of three units may be applied toward the Asian Studies minor.

## Latin

### Program Director

Santiago Rubio-Fernaz, PhD

Imperium Romanum (the Roman Empire) once sprawled across Europe, North Africa, and Asia Minor. Centuries after its demise, its linguistic and cultural influences continue to exist. The study of Latin opens windows on a culture that influences our world through the arts and literature as well as fields as diverse as medicine, engineering, law and government, to name a few. Likewise, the study of its contribution to the vocabulary, grammar, and syntax of English enhances one's knowledge of that language. The Latin program offers beginning and intermediate courses that incorporate authentic texts drawn from archaic to classical times, including secular, theological and liturgical works. Students will learn to read and translate the language and to understand its indelible impact on modern English. Also offered are special topics courses—both lower- and upper-division—which focus on some aspect of language, literature, and culture.

Students may elect to major in Interdisciplinary Humanities with a concentration in Latin in either the Humanities or European Studies track. Upper-division courses will be completed in disciplines such as history, philosophy, political science, and theology and religious studies. These courses are conducted in English. With the prior permission of the Director of Interdisciplinary Humanities, LATN 294, LATN 394, and LATN 499 may be counted toward the requirements of both tracks. The Classical Studies minor (Option 1) requires LATN 101-201 and makes LATN 202 one of the choices from a list of lower-division courses. With the prior permission of the Director of Classical Studies, LATN 294, LATN 394 and LATN 499 may be counted toward the requirements.

**LATN 101 | FIRST SEMESTER LATIN****Units: 3**

Prerequisites: Passing the appropriate departmental placement test within the previous year

Essentials of grammar and sentence structure. Study of culture and history through the reading of simple excerpts from Roman literature.

**LATN 102 | SECOND SEMESTER LATIN****Units: 3**

Prerequisites: LATN 101 or Passing the appropriate departmental placement test within the previous year

A continuation of LATN 101. Translation of brief selections from Latin authors and exploration of various facets of Roman culture continue as the nucleus of the course.

**LATN 140 | TOPICS IN LATIN LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Latin literature and culture. This course is taught in English and will not satisfy the Language Core requirement.



**LATN 147 | THE INVENTION OF LOVE IN ROMAN LITERATURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

This course introduces students to Latin literary texts in translation. How did Roman poets like Catullus, Propertius, and Tibullus, in addition to Vergil and Ovid engage romantic love, sexual love, jealousy, and death in their works? This course proposes that the love poem as traditionally understood in the Western literary tradition was created by these Roman poets writing (mostly) in the second half of the 1st cent. BCE. This course is taught in English and satisfies the core requirement for Literary Inquiry, but does not satisfy the core Second Language requirement.

**LATN 194 | SPECIAL TOPICS IN LATIN LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Latin literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**LATN 201 | THIRD SEMESTER LATIN****Units: 3 Repeatability: No****Core Attributes: Second language competency**

Prerequisites: Passing the appropriate departmental placement test within the previous year or LATN 102

Grammar review. A more intense understanding of Roman experience and thought is achieved by analysis and translation of extended passages of Latin literature.

**LATN 202 | FOURTH SEMESTER LATIN****Units: 3**

Prerequisites: LATN 201 or Passing the appropriate departmental placement test within the previous year

Introduction to Latin literature. Designed for those who have completed three semesters of the grammar sequence, this course exposes students to a variety of classical and medieval authors through graded readings. Review of grammar as needed. Emphasis on cultural and historical aspects.

**LATN 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: LATN 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair.

**LATN 299 | INDEPENDENT STUDY****Units: 1-3 Repeatability: No**

Independent study at the lower-division level.

**LATN 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: LATN 202

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair.

**LATN 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced Latin language skills will be utilized.

**LATN 494 | TOPICS IN LATIN STUDIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)****LATN 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor.

## Spanish

### Program Director

Martin Repinecz, PhD

### Faculty

Clara (Bicho) Salto-Weis Azevedo, PhD

Kimberly A. Eherenman, PhD

Kevin Guerrieri, PhD

Rebecca Ingram, PhD

Julia Medina, PhD

Alejandro Meter, PhD

Amanda Petersen, PhD

María Cecilia Ruiz, PhD

Leonora Simonovis-Brown, PhD

Íñigo Yanguas, PhD

The program engages students in the study of the Spanish language, the development of their communicative proficiency, and the analysis of a wide range of literary and cultural production throughout the Spanish-speaking world, from Latin America, the Caribbean, and the United States, to the Iberian Peninsula. They also gain a broad understanding of the diversity of Hispanic cultures through a study of these societies' literary and cultural contributions, traditions, perspectives, and histories. Finally, students learn to analyze, critically engage, and interpret the texts (written works, cultural products, artifacts, etc.), and the language that constitutes this dynamic, intercultural space.

Students are encouraged to participate in study abroad, particularly those programs led by faculty of our department, which are offered during both intersession and summer. We also recommend a semester-long experience in our Madrid Program. Students should consult with their academic advisor and the director of the Spanish Program in order to determine when to study abroad and which courses to take.

Given our geographic location and the subject matter of our classes, students are strongly encouraged to participate in community engagement through classes that incorporate this important component into the curricula.

### The Major

#### Preparation for the Spanish Major

Students must have finished SPAN 202 or SPAN 212 (or the equivalent, e.g. placement in upper-division through the Department's Placement exam), thereby demonstrating proficiency in oral and written expression. Lower-division courses provide the necessary training in the four basic language skills (listening, speaking, reading, writing) as well as basic cultural competency. Upper-division courses further develop these skills and bring students to a level of proficiency of Advanced Low to Advanced High on the ACTFL scale. The experience of living and studying in a Spanish-speaking country is highly recommended.

#### Major Requirements

Students must complete 27 units of upper-division work, selected from Spanish courses numbered 300 or above, which must include:

Code	Title	Units
SPAN 301 or SPAN 311	Writing and Composition in Spanish Writing and Composition for Heritage Speakers	3
SPAN 302	Cultural History of Spain	3
SPAN 303	Introduction To Cultural Analysis	3
SPAN 304	Cultural History of Latin America	3
Select one of the following 400-level courses in Spanish Peninsular Literature: <sup>1</sup>		3
SPAN 422	Studies in Medieval Spanish Literature	
SPAN 423	Studies in Spanish Literature of the Golden Age	
SPAN 424	Don Quijote de la Mancha	
SPAN 426	Studies in 18th and 19th Century Peninsular Literature and Culture	
SPAN 427	Studies in 20th and 21st Century Peninsular Literature and Culture	
SPAN 434	The "New" World	
Select one of the following 400-level courses in Latin American Literature: <sup>1</sup>		3
SPAN 410	Latinx Literatures and Cultures	
SPAN 434	The "New" World	
SPAN 448	Latin American Short Story	
SPAN 449	Latin American Novel	
SPAN 451	Latin American Poetry	
SPAN 453	Mexican Literature and Culture	
SPAN 458	Jewish Latin America	
One 400-level elective course		3
Select any 6 units of upper-division SPAN courses		6
SPAN 495 or SPAN 497	Senior Capstone Project (optional) <sup>2</sup> Senior Capstone Project with Advanced Integration	0-3
<b>Total Units</b>		<b>27-30</b>

<sup>1</sup> SPAN 430, SPAN 440, SPAN 441, SPAN 442 and SPAN 494 may satisfy either the Latin American or Peninsular requirement, depending on the focus of the course. Consult the Program Director for information about these courses.

<sup>2</sup> The optional capstone project (1-3 units) is carried out in the student's last year in the program. The student must meet with her or his capstone advisor to determine the parameters for the project and consult with the program director to enroll either in SPAN 495 or in SPAN 497 - the Senior Capstone Project with Advanced Integration.

A minimum of 15 upper-division units must be taken on the USD campus.

## Recommended Program of Study for the Spanish Major

This program of study is designed for incoming freshmen with little or no previous knowledge of the Spanish language. Students begin the program at the level corresponding to their placement as determined through the department's Placement Policy, and, therefore, with sufficient prior language preparation, they may initiate upper-division course work as early as their freshman year. While students having successfully completed SPAN 202 or SPAN 212 may enroll in many 300-level courses (300-307), it is highly recommended that the sequence outlined above be followed.

### Freshman Year

#### Semester I

SPAN 101	First Semester Spanish	Units 3
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#### Semester II

SPAN 102	Second Semester Spanish	3
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### Sophomore Year

#### Semester I

SPAN 201	Third Semester Spanish	3
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#### Semester II

SPAN 202 or 212	Fourth Semester Spanish Spanish for Heritage Speakers	3
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### Junior Year

#### Semester I

SPAN 301 or 311	Writing and Composition in Spanish Writing and Composition for Heritage Speakers	3
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#### Semester II

SPAN 302	Cultural History of Spain	3
SPAN 304	Cultural History of Latin America	3
300-level course		3

### Senior Year

#### Semester I

300- or 400-level course	3
400-level course	3

#### Semester II

400-level course	3
400-level course	3
SPAN 495 Optional Senior Capstone Project	

## The Minor

Two options are available:

- SPAN 301 or SPAN 311 and 15 units: At least 6 of the 15 units must be in upper division courses (numbered 300 and above).
- SPAN 301 or SPAN 311 and 9 units of upper-division courses (numbered 300 and above). Prerequisites: Fourth-semester competency in Spanish and approval of department chair.

A minimum of 6 upper-division units must be taken on the USD campus for the minor.

SPAN 301 (or SPAN 311), SPAN 303, SPAN 302, and SPAN 304 are the foundation of the Spanish curriculum and are pre-requisites for many advanced upper-division classes. (See individual course descriptions).

### SPAN 101 | FIRST SEMESTER SPANISH

**Units: 3**

Prerequisites: Passing the appropriate departmental placement test within the previous year

Introduction to the four basic language skills: listening, speaking, reading, and writing. Throughout the sequence, emphasis is placed on the development of communicative proficiency—with a focus on oral practice—and on heightening students' awareness of cultural contexts.

### SPAN 102 | SECOND SEMESTER SPANISH

**Units: 3 Repeatability: No**

Prerequisites: SPAN 101 or Passing the appropriate departmental placement test within the previous year

This class introduces new structures and continues to develop the four basic language skills—listening, speaking, reading, and writing—with an emphasis on communicative proficiency and cultural awareness.

**SPAN 103 | FIRST YEAR SPANISH****Units: 4 Repeatability: No**

An accelerated course in which SPAN 101 and SPAN 102 are combined into one semester. This course is designed for a specific profile of student who has already taken Spanish 101 or the equivalent and needs to review the structures and vocabulary presented in that course in addition to completing Spanish 102 as outlined above.

**SPAN 140 | TOPICS IN LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area**

Study at the lower-division level of a topic in literature, film, and culture in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

**SPAN 141 | TOPICS IN LITERATURE, FILM AND CULTURE- DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area, Domestic Diversity level 1**

Study at the lower-division level of a topic in literature, film and/or culture with a Domestic Focus in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

**SPAN 142 | TOPICS IN LITERATURE, FILM AND CULTURE-GLOBAL FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area, Global Diversity level 1**

Study at the lower-division level of a topic in literature, film and/or culture with a Global Focus in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

**SPAN 194 | SPECIAL TOPICS IN LITERATURE, FILM AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in literature, film and/or culture in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

**SPAN 201 | THIRD SEMESTER SPANISH****Units: 3****Core Attributes: Second language competency**

Completes the introduction of the basic structures of the language, with continuing emphasis on communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the Spanish speaking community.

**SPAN 202 | FOURTH SEMESTER SPANISH****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

A review of the structures of the language, as well as practice in composition and conversation, in preparation for upper-division work. First of two-semester sequence with SPAN 301. Students may not receive credit for both SPAN 202 and 212. Every semester.

**SPAN 212 | SPANISH FOR HERITAGE SPEAKERS****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Intensive Spanish for Heritage speakers who have had little or no formal training in the language. Students will develop writing and oral skills, while increasing their understanding of Hispanic cultures. First of two-semester sequence with SPAN 311. Students may not receive credit for both SPAN 202 and 212.

**SPAN 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. May be taken for credit each time topic changes. Consult with instructor or the department chair.

**SPAN 300 | CONVERSATION****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

A course designed for students who wish to enhance their command of spoken Spanish, including building vocabulary and expanding the use of more advanced grammatical structures. This course does not accept students who already have high intermediate or advanced oral proficiency in the language. A brief interview with the instructor is required for admission.

**SPAN 301 | WRITING AND COMPOSITION IN SPANISH****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Students will develop writing competency in Spanish through a study of representative styles, genres, and forms, as well as review select grammatical structures. Second of two-course sequence with SPAN 202. Students may not receive credit for taking both SPAN 301 and SPAN 311. Every semester.

**SPAN 302 | CULTURAL HISTORY OF SPAIN****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 1**

An introduction to the cultural history of Spain from pre-Roman times to the present through a wide variety of historical, visual, and literary texts, among other materials. Every semester.

**SPAN 303 | INTRODUCTION TO CULTURAL ANALYSIS****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

An introduction to critical categories and vocabulary of cultural analysis, focusing on works from the Spanish-speaking world. Topics covered may include literature, the visual arts, cartography, language, music, and history, among others. Every semester.

**SPAN 304 | CULTURAL HISTORY OF LATIN AMERICA****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 1**

An introduction to Latin American civilizations and cultures from Pre-Columbian times to the present. The course is designed to introduce the cultural history of Latin America through a wide variety of readings and materials. Every semester.

**SPAN 305 | SPANISH FOR THE PROFESSIONS AND SOCIAL CHANGE****Units: 3 Repeatability: No**

Inquiry-based course in which students study the contexts and languages of different professions based on their own projected career paths and in relation to multiple approaches to social change, which students learn to examine through a critical lens.

**SPAN 306 | PHONETICS AND PRONUNCIATION****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Oral communication competency**

Introduction to how Spanish sounds are produced and how they vary in different situations. Contrasts between the Spanish and English sound system will be studied in order to help students improve their pronunciation.

**SPAN 307 | INTRODUCTION TO HISPANIC LINGUISTICS****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Study of the Spanish language and its structure to allow students to consolidate their competence and familiarize themselves with important aspects of the language.

**SPAN 311 | WRITING AND COMPOSITION FOR HERITAGE****SPEAKERS****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

This course is equivalent to 301 for Heritage speakers, who have had some formal training in the language. Students will develop competency in Spanish through a study of representative styles, genres, and forms, as well as select grammatical structures. Second of two semester sequence with SPAN 212. Students may not receive credit for taking both SPAN 301 and SPAN 311.

**SPAN 312 | CREATIVE WRITING WORKSHOP****Units: 3 Repeatability: No**

A course designed for students who wish to explore different modes of writing creatively in Spanish by experimenting with a variety of narrative and lyric forms of expression, including screenwriting and drama, among others.

**SPAN 315 | L2 TEACHING METHODOLOGIES AND APPLIED LINGUISTICS****Units: 3 Repeatability: No**

An introduction to the history of second language teaching methods, applied linguistics, and the fundamentals of second language teaching. Initial training in the skills needed to be a second language teacher.

**SPAN 320 | SURVEY OF SPANISH LITERATURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A survey of Spanish literature from its origins in the Middle Ages to the present, including representative works and authors from major periods. Prerequisites: SPAN 301 or SPAN 311 and SPAN 302 and SPAN 303.

**SPAN 322 | CULTURAL HISTORY OF SPAIN-MADRID CENTER****Units: 3 Repeatability: No**

An introduction to the cultural history of Spain from pre-Roman times to the present through a wide variety of historical, visual, and literary texts, among other materials. Offered in fall at the Madrid Center. Students may not receive credit for taking both SPAN 302 and SPAN 322.

**SPAN 360 | SURVEY OF LATIN AMERICAN LITERATURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A survey of representative works and authors of Latin American literature from pre-Columbian times to the present. Includes readings in prose, poetry, and drama.

**SPAN 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. May be taken for credit each time topic changes. Consult with instructor or the department chair.

**SPAN 410 | LATINX LITERATURES AND CULTURES****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area, Domestic Diversity level 2**

A study of the literary traditions and cultural production of Spanish-speaking communities in the United States. May focus on a specific topic, time period, genre, or group.

**SPAN 422 | STUDIES IN MEDIEVAL SPANISH LITERATURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Readings from the prose and poetry of the Middle Ages in Spain, from the 10th century to the 15th century.

**SPAN 423 | STUDIES IN SPANISH LITERATURE OF THE GOLDEN AGE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A study of the masterpieces and authors of Spain's Golden Age (1500-1700). Readings may include poetry, theater, and the novel.

**SPAN 424 | DON QUIJOTE DE LA MANCHA****Units: 3 Repeatability: No**

Considered Spain's greatest contribution to world literature, Cervantes' "Don Quijote" is read and analyzed. Includes reading and discussion of appropriate critical commentary.

**SPAN 426 | STUDIES IN 18TH AND 19TH CENTURY PENINSULAR LITERATURE AND CULTURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Organized thematically, this course offers intensive readings and discussion of selected literary works and cultural texts from Spain. May cover texts from the Enlightenment through the Generation of 1898.

**SPAN 427 | STUDIES IN 20TH AND 21ST CENTURY PENINSULAR LITERATURE AND CULTURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Organized thematically, this courses offers intensive readings and discussion of selected literary works and cultural texts from Spain. May cover texts from the Generation of 1898, the Civil War, the Franco dictatorship, the transition to democracy, or the contemporary period.

**SPAN 430 | STUDIES IN HISPANIC FILM****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A study of major Latin American and/or Spanish films in relation to their cultural, historical, and social contexts. Depending on content, this course may count for either the Peninsular or Latin American requirement. Consult with instructor or section director.

**SPAN 434 | THE "NEW" WORLD****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A transatlantic study of the historical, cultural, and literary influences involved in the representations of the "New" World during the Colonial Era.

**SPAN 440 | TOPICS IN LITERATURE, FILM AND CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Study of special topics in Spanish and/or Latin American literatures, films and cultures that meets the Literary Inquiry core requirement. When offered, selected subjects will be announced on the MySanDiego portal.

**SPAN 441 | TOPICS IN LITERATURE, FILM AND CULTURE- DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Domestic Diversity level 2**

Study of special topics in Spanish and/or Latin American literatures, films and cultures that meets the Literary Inquiry and the level 2 Diversity, Inclusion and Social Justice-Domestic Focus core requirement. When offered, selected subjects will be announced on the MySanDiego portal.



**SPAN 442 | TOPICS IN LITERATURE, FILM AND CULTURE-GLOBAL FOCUS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Global Diversity level 2**

Study of special topics in Spanish and/or Latin American literatures, films and cultures that meets the Diversity, Inclusion and Social Justice- Global Focus Level 2 core requirement.

**SPAN 448 | LATIN AMERICAN SHORT STORY****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A study of the Latin American short story from the beginning of the genre in the 19th century to the present.

**SPAN 449 | LATIN AMERICAN NOVEL****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A study of the novel in Latin America from the 19th century to the “Boom” and beyond.

**SPAN 451 | LATIN AMERICAN POETRY****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A study of the development of Latin American poetry from pre-Columbian times to the present.

**SPAN 453 | MEXICAN LITERATURE AND CULTURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A study of major works of prose, poetry, and drama in Mexico in relation to other significant aspects of Mexican culture.

**SPAN 456 | HUMANS RIGHTS IN LATIN AMERICAN CULTURAL PRODUCTION****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A study of Latin American cultural production in the context of the multiple paradoxes of international human rights discourse. The course focuses on the analysis of literary and filmic texts, but also includes photography, plastic arts, political declarations, truth commission reports, and journalistic essays.

**SPAN 458 | JEWISH LATIN AMERICA****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area, Global Diversity level 2**

This is a course on Jewish cultural production in the Americas. An interdisciplinary course that examines migration and exile, otherness, memory, and the Holocaust in literature, film, music and the visual arts, in relation to the intersectionality of ethnicity, religion, class, sexuality, gender and nation.

**SPAN 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced Spanish language skills will be utilized. A maximum of two units may be applied to the major, none to the minor. Anything over two units will count as a general elective.

**SPAN 494 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Study of special topics in Spanish and/or Latin American literatures, languages, or cultures. When offered, selected subjects will be announced on the MySanDiego portal.

**SPAN 495 | SENIOR CAPSTONE PROJECT****Units: 1-3 Repeatability: No**

This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate study. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. The capstone is taken concurrently with one of the last two upper-division courses for the major, to which it is thematically linked. The student must meet with his or her capstone advisor (the professor for the upper-division major course) to determine the parameters for the project and consult with the program director to enroll.

**SPAN 497 | SENIOR CAPSTONE PROJECT WITH ADVANCED INTEGRATION****Units: 1-3 Repeatability: No****Core Attributes: Advanced Integration**

This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate studies. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. Unlike 495, this project also fulfills the Advanced Integration requirement of the Core Curriculum. Students have two options: 1) a community engagement integration project or 2) a multidisciplinary integration project. Consult with your advisor and the program director. Capstone projects are approved by the program director. Similar to 495, this capstone project is not required but rather an optional course for students.

**SPAN 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. This course is not intended to substitute for regular course offerings. A maximum of three units may be applied to the major, but none to the minor.

## Latin American Studies

### Program Director

Antonieta Mercado, PhD, Communication Studies

### Executive Committee

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Steve Tammelleo, PhD, Philosophy

Randy Willoughby, PhD, Political Science and International Relations

Íñigo Yanguas, PhD, Languages, Cultures and Literatures

Latin American Studies is a dynamic, interdisciplinary minor designed to help students develop a nuanced and sophisticated understanding of the historical, cultural, political, economic and social conditions that have shaped contemporary Latin America. In this minor students are encouraged to articulate important connections between local and world societies in the context of the Latin American experience; this entails the study of the complex historical formation of this region and its cultural and ethnic diversity, from the foundation of Amerindian civilizations, the European conquest and the impact of the African slave trade, to the challenges of the 21st century.

Student learning objectives are organized into the following five integrated areas, which constitute the central themes that appear throughout the curriculum:

#### 1. The Idea of Latin America

Understand different worldviews and epistemologies in the imperial/colonial context of the initial encounter, the subsequent “invention” of America and the emergence of the idea of “Latin” America in the 19th century. Explore the ways in which Latin America has been conceived of as part of the West and simultaneously as peripheral to it. Identify the present physical geographies, administrative-political structures and demographics of the Latin American countries and analyze the ways in which these are defined from internal and external perspectives.

#### 2. Cultural and Ethnic Diversity

Explore the artistic and cultural production of Latin America throughout history, from ancient Amerindian civilizations and the legacy of the African slave trade to the present, with an emphasis on the diversity of perspectives. Compare and contrast different concepts on and theoretical approaches to the cultural and ethnic diversity of Latin America, such as transculturation, hybridization, mestizaje, neo-baroque, among others. Explore the linguistic diversity of Latin America and develop communicative proficiency in one or more Latin American languages.

#### 3. Conquest, Colonialism and Coloniality

Analyze the complexities of conquest, colonialism, neocolonialism and postcolonialism and their legacies. Understand and analyze the construction

of racial categories and racism in Latin America both in the context the conquest of indigenous peoples and the subsequent African slave trade and in more recent manifestations. Explore the relationship between coloniality — the colonial matrix of power that goes beyond the historical period of colonialism — and the rhetoric of modernity in the economic, political, civic and personal/subjective realms.

#### 4. Independence, National Consolidation and Democracy

Identify and analyze the different political and economic structures or systems that have appeared in Latin America since independence and the socio-historical conditions in which they each emerged. Analyze the manifestation of European Enlightenment ideals in Latin America and contrast them with Amerindian and Afro-American epistemologies and world views. Define and analyze the following dichotomies and concepts in this context: civilization and barbarism, progress and primitivism, development and underdevelopment. Analyze the following concepts in specific junctures of Latin American history, from 19th-century nation building, throughout the 20th century and to the present: revolution and subversion; dictatorship and state violence; war and armed conflict; human rights and memory; justice and reconciliation; (re)democratization.

#### 5. Global Designs and Local Histories

Understand the ways in which the term “Latin” America is a misnomer, both within local histories and global designs and how other terms are used to describe this region, such as Afro-Latin America, among others. Identify and analyze current challenges faced by Latin American countries in regional, national, hemispherical and transnational contexts. Explore and analyze Latin American experiences as part of the transnational flows of people, culture, technology, media and finance within global capitalism.

## The Latin American Studies Minor

1. The Latin American Studies minor requires 18 units.
2. Language Requirement: Students must take at least three (3) units of a Latin American language (Spanish, Portuguese, French, or any language indigenous to the region) equivalent to USD courses numbered 101, 102, 201, 202 or 212, or 301 or 311. Other language courses may be used to fulfill the language requirement only with approval of the program director.
3. Area Studies Requirement: Students must take fifteen (15) units of approved Latin American Studies courses. A minimum of nine (9) units must be taken at the upper division level.
4. Interdisciplinary Requirement: Students must take courses from at least two academic disciplines.
5. Study Abroad Requirement: Students must complete three (3) units of study — which count toward the minor’s total 18 units — in a Latin American country with a USD affiliated program. Students unable to participate in a study abroad program may, with approval of the program director, fulfill this requirement by participating in a USD-sponsored service-learning trip to Latin America, or by successfully completing an internship or community-based project focused on a Latin American topic.

Please see the full course descriptions under the appropriate departmental listings. In addition to the curriculum below, there may be additional courses offered — including special topics and courses offered less frequently — in any given semester, which may count toward the minor. Please consult with the program director.

## Latin American Studies Courses

Please see the full course descriptions under the appropriate departmental listings. In addition to the curriculum below, there may be additional courses offered — including Honors, special topics, and courses offered less frequently — in any given semester, which may count toward the minor. Please consult with the program director.

Code	Title	Units
ANTH 327	South American Indian Cultures	3
ANTH 328	Caribbean Cultures	3
ANTH 334	South American Archaeology	3
COMM 480	Advanced Topics in International Media (when taught as Latin America Media Systems)	3-4
ECON 335	Economic Development of Latin America	3
ECON 339	Latin America Business Environment	3
ETHN 240	Introduction To Chicano/Latino Studies	3
ETHN 343	Chicano San Diego	3
ETHN 361	Immigration at US-Mexico Border: Ethnicity, Race & Gender (when taught as Latin America through Film)	3
HIST 361	Modern Latin America	3
HIST 362	Topics in Latin America History	3
HIST 363	History of Brazil	3
HIST 383	Chicano/a/x History	3
HIST 384	History of Mexico	3
LANG 194	Special Topics in Language, Literature and Culture (when taught as Social Justice in Latin America)	3
LATS 294	Special Topics in Latin American Studies	1-3
LATS 494	Special Topics in Latin American Studies	1-3
LATS 499	Independent Study	1-3
PHIL 494	Special Topics in Philosophy (when taught as Latin American Thought)	3
POLS 357	Politics in Latin America	3
POLS 366	Politics in Mexico	3
POLS 374	U.S.-Latin American Relations	3
POLS 494	Special Topics in International Relations (when taught as Latin American Politics and Film)	1-4
SPAN 194	Special Topics in Literature, Film and Culture	3
SPAN 294	Topics in Language, Literature, or Culture (when taught as Narratives of the Mexico/US Border)	3
SPAN 304	Cultural History of Latin America	3
SPAN 305	Spanish for the Professions and Social Change	3
SPAN 360	Survey of Latin American Literature	3
SPAN 410D		3
SPAN 434	The "New" World	3
SPAN 448	Latin American Short Story	3
SPAN 449	Latin American Novel	3
SPAN 451	Latin American Poetry	3
SPAN 453	Mexican Literature and Culture	3
SPAN 456	Humans Rights in Latin American Cultural Production	3
SPAN 458	Jewish Latin America	3
SPAN 494	Topics in Language, Literature, or Culture (when taught as Afro-Caribbean Literature, Border Narratives, or Travels through Central American Literature and Culture)	3
THRS 121	Chicanx Religious Identities	3
THRS 321		3
THRS 358	Latinoa Catholicism	3

**LATS 294 | SPECIAL TOPICS IN LATIN AMERICAN STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Analysis of a specific topic within Latin American Studies with a thematic, regional, or historical focus. This course may be repeated for credit with different course content.

**LATS 494 | SPECIAL TOPICS IN LATIN AMERICAN STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Analysis of a specific topic within Latin American Studies with a thematic, regional, or historical focus. This course may be repeated for credit with different course content.

**LATS 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Arranged with the consent of a faculty advisor and the program director.

## Liberal Studies

### Program Director

Margaret Daley, PhD, Chemistry and Biochemistry

### Advisory Council

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Sharon Wall, PhD, Physics and Biophysics

The Liberal Studies major is offered in the College of Arts and Sciences as USD's undergraduate teacher education program for students interested in elementary education. Liberal Studies is a rigorous interdisciplinary major designed to prepare well-educated teachers who understand significant ideas, structures and values in a wide range of the liberal arts and sciences. We aim to train teachers who can critically analyze and synthesize information from multiple disciplines and who appreciate diverse perspectives. The major's goal is to graduate future teachers with the necessary content knowledge and skills to teach in primary areas of instruction, as well as to feed their intellectual curiosity. This major fosters a holistic experience in the required multiple-subject content areas and provides students with a strong foundational understanding of these subjects. In addition to the content areas that are the focus of the courses in the College, courses on the foundations of education and teaching methods required for the preliminary teaching credential may be taken at the undergraduate level in the School of Leadership and Education Sciences (SOLES).

The Liberal Studies major is ideal for students who are interested in earning either the preliminary Multiple Subject credential for K-6 elementary teaching, or the preliminary Education Specialist Instruction credential for mild-moderate disabilities. This major is designed as a nine-semester program: 8 semesters of coursework plus one additional semester for full-time student teaching. With careful planning, it is possible for students to earn a bachelor's degree and a preliminary teaching credential in four years if they take 18 units in several semesters and/or take courses during the summer/intercession. A Liberal Studies major can graduate without completing a teaching credential, as long as they meet all Liberal Studies major, core and concentration requirements, as well as all other university graduation requirements.

Students are urged to declare the Liberal Studies major early in the program to ensure efficient progress through the degree. It is important to complete LBST 100 and one of the MATH 115, 130, or 150 courses in the first year, or as soon as possible. In order to complete credential requirements successfully, students should apply to the undergraduate teaching credential program in the second semester of the sophomore year. The required coursework includes courses for the major, including concentration courses, and credential preparation courses. The major courses provide instruction in the content that is tested on the CSET (California Subject Matter Competency) exams. Within the major requirements, there are specialized courses designed for future educators; many of these courses also introduce the content standards for that particular subject and fulfill core curriculum requirements. Only grades of C or higher satisfy core and concentration course requirements in the major. Only grades of B- or higher satisfy credential preparation course requirements. No courses may be taken pass/fail. LBST 495 is the capstone requirement for the program and should be taken within the last 30 units. For students completing a teaching credential in addition to the Liberal Studies major, the CSET exams must be passed prior to student teaching.

It is important for all Liberal Studies majors to meet regularly with their academic advisor in the College of Arts and Sciences to ensure that all graduation requirements are met in a timely manner. Upon admission to the teaching credential program, students should also meet regularly with their Credential Program advisor in SOLES.

Liberal Studies majors may elect the Combined BA/MEd Teacher Education Program (CTEP) pathway offered jointly with SOLES, in which students earn the Liberal Studies BA, a preliminary Multiple Subject teaching credential, and an MEd in Curriculum and Instruction in as little as five years. For MEd program information and course descriptions, please refer to the section in the Graduate Course Catalog for SOLES, Department of Learning and Teaching. Students

who are interested in the CTEP pathway should consult with the Liberal Studies program director during their sophomore or junior year.

## The Liberal Studies Major

The following courses are required for Liberal Studies majors to help prepare for the content tested in the CSET (California Subject Examinations for Teachers) Multiple Subject tests. Some courses also satisfy the general core requirements for the bachelor's degree. Liberal Studies majors must achieve grades of C or higher in all Core, Major, and Concentration courses. Liberal Studies majors may not double count courses required for the major, including Concentration courses, toward any other major or minor.

Code	Title	Units
<b>Liberal Studies</b>		
LBST 100	Foundations in Liberal Studies (Fall only)	3
LBST 495	Senior Seminar in Liberal Studies (Spring only, must be taken within last 30 units of coursework)	3
<b>Mathematics</b>		
MATH 200	Mathematical Concepts for Elementary Teachers I (Fall only)	3
MATH 300	Mathematical Concepts for Elementary Teachers II (Spring only)	3
<b>Natural Sciences</b>		
CHEM/PHYS 105	Physical Sciences for K-8 Teachers (Fall only)	3
BIOL/EOSC 116	Earth and Life Science for Educators (Spring only)	3
<b>Humanities and the Fine Arts</b>		
ARTV 350	Art Fundamentals (Fall only)	3
ENGL 215	Children's Literature (Spring only)	3
ENGL 377	Development of the English Language	3
HIST 117	U.S. History to 1877	3
HIST 389	History of California (Fall only)	3
MUSC 200	Comprehensive Musicianship for Educators (Spring only)	3
PHIL 341	Ethics and Education (Fall only)	3
THEA 155	Theatre in Education (Fall only)	3
<b>Education</b>		
EDTE 300P	Diversity, Inclusion & Schooling	3
And take at least one of:		3
EDTE 310P	Educational Psychology	
EDTE 311P	Equity & Advocacy in Educational Systems	
<b>Total Units</b>		<b>48</b>

## Concentrations in Liberal Studies (12-14 units)

The Concentration allows majors to delve more deeply into a subject area of their choice that will benefit them as future educators and is closely related to the elementary school curriculum. Select one concentration.

Code	Title	Units
<b>Art - Visual Arts Concentration</b>		
Select two of the following courses:		8
ARTV 101	Fundamentals of Drawing	
ARTV 102	Color	
ARTV 103	Design Foundations	
ARTV 105	Introduction to Sculpture	
ARTV 108	Introduction to Film / Video	



ARTV 160	Introductory Photography	
Select one of the following courses:		4
ARTV 300	Visual Communications	
ARTV 302	Intermediate Drawing	
ARTV 304	Introduction to Printmaking	
ARTV 306	Introduction to Book Arts	
ARTV 308	Virtual Reality and 3D Studio	
ARTV 320	Intermediate Film / Video	
ARTV 324	Advanced Film / Video	
ARTV 328		
ARTV 344	Figure Drawing	
ARTV 353	Color Photography	
ARTV 354	Intermediate Photography	
ARTV 355	Architecture and Film: The Space of the Screen	
ARTV 361	Advanced Photography	
ARTV 362	Portraits in Photography	
ARTV 369	Intermediate / Advanced Sculpture	
ARTV 370	Designing for Social Space	
ARTV 371	Sculpture / Landscape	
ARTV 382	Public Art Studio	
ARTV 401		
ARTV 403	Advanced Drawing/Painting Seminar	
ARTV 420	Digital Audio Composition	
ARTV 429	Intermediate/Advanced Painting	
Total Units:		12
<b>Communication Studies Concentration</b>		
COMM 203	Public Speaking	3
Select one of the following:		
COMM 101	Introduction to Human Communication	3
or COMM 130	Introduction to Media Studies	
Select two upper division courses:		6
Total Units:		12

NOTE: The following clusters help organize student choices when they speak with the academic advisor, but do not reflect the concentration requirements. Liberal Studies majors can satisfy the concentration with ANY two upper division communication courses.

### *Thematic Clusters for Communication Studies Concentration*

Code	Title	Units
Communication & Youth Development Theme:		
COMM 422	Family Communication	
COMM 445	Gender Communication	
COMM 482	Children and Media	
COMM 483	Teens and Popular Culture	
Communication & Relationships Theme:		
COMM 325	Interpersonal Communication	
COMM 326	Nonverbal Communication	
COMM 350	Small Group Communication	
COMM 422	Family Communication	
Culture & Global Communication Theme:		
COMM 380	International Media	
COMM 432	Film and Cultural Politics	
COMM 475	Intercultural Communication	

COMM 488	Global Team Development	
Strategic Communication Theme:		
COMM 353	Organizational Communication	
COMM 403	Advanced Public Speaking	
COMM 455	Interviewing and Negotiating	
COMM 460	Persuasion and Propaganda	
<b>History Concentration</b>		
Select one lower division course (other than HIST 117):		3
HIST 102	The Ancient World	
HIST 103	The Medieval World	
HIST 108	The Atlantic World 1500-1800	
HIST 109	The Pacific World, 1500-1800	
HIST 110	World History Topics	
HIST 115	Topics in War and Peace in Historical Perspective	
HIST 116	War and Peace in the Modern World	
HIST 118	U.S. History, 1877 to the Present	
HIST 120	U.S. History Topics	
HIST 121	Africa to 1800	
HIST 122	Africa Since 1800	
HIST 125	Race and Ethnicity in the American Experience	
HIST 126	American Women in History	
HIST 128	African American History	
HIST 130	East Asia in Transformation	
HIST 135	Topics in the History of Culture and Identity	
HIST 140	Modern Europe	
HIST 145	Topics in Urban History	
HIST 150	Topics in Comparative History	
HIST 155	Topics in History, Literature, and Film	
HIST 160	Topics in History of Science and Technology	
HIST 170	Big History: From Cosmos to Cannibals	
HIST 171	Modern World History	
HIST 172	Fundamentals of Africana Studies I	
HIST 180	Great Moments in Time	
Select one upper division European History course:		3
HIST 312	Roman Civilization	
HIST 321	The Fall of the Roman Empire	
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450	
HIST 324	Christians, Muslims and Jews in Medieval Spain	
HIST 331	The Global Renaissance	
HIST 332	Role-Playing the Renaissance	
HIST 333	Europe 1600-1800	
HIST 343	History of Germany Since 1945	
HIST 346	Topics in Medieval and Early Modern Europe	
HIST 347	Topics in Modern Europe	
HIST 348	France in Revolution and War	
HIST 350	England 1348-1688: Plague to Revolution	
HIST 352	Victorian Britain and the World	
HIST 353	Topics in Russian and East European History	
HIST 354	History of Spain	
Select two upper division World History courses:		6
HIST 302	History of South Africa	
HIST 303	African Feminisms: History, Negotiation, Belonging	

HIST 304	Africa in the Western Imagination
HIST 305	Queering Colonialism: Bodies, Negotiation, Belonging
HIST 309	Topics in African History
HIST 355	Ancient Near East
HIST 358	Topics in Modern World History
HIST 359	Modern Middle East
HIST 361	Modern Latin America
HIST 362	Topics in Latin America History
HIST 363	History of Brazil
HIST 364	Topics in Asian History
HIST 365	China: Rise to Global Power
HIST 366	Japan: Samurai to Subaru
HIST 367	Women's Lives in East Asia
HIST 372	United States-East Asia Relations
HIST 384	History of Mexico

Total Units: 12

#### Life Science Concentration

BIOL 240	Bioenergetics and Systems	3
BIOL 240L	Bioenergetics and Systems Laboratory	1
BIOL 242	Genomes and Evolution	3
BIOL 242L	Genomes and Evolution Laboratory	1

Select two upper division courses: 5-6

BIOL 300	Genetics
BIOL 305	Ecology
BIOL 361	Ecological Communities of San Diego County
Or any upper division course with appropriate prerequisites	

Total Units: 13-14

#### Literature Concentration

ENGL 260	Critical Reading	3
Choose one course in Literary Cultures and Theories: (pre-req ENGL 260)		3
ENGL 321	Literature of Race, Gender and Sexuality	
ENGL 325	Literary Theory	
ENGL 329	Topics in Literary Cultures and Theories	

Choose two upper division electives: 6

One course must be a Literature course.	
A maximum of one creative writing course may be taken.	
The Writing Center or Southeast San Diego Tutoring may count up to 3 units.	

Total Units: 12

#### Marine Biology Concentration

EOSC 121	Life in the Ocean	4
or EOSC 123	Organisms and Ecosystems	
EOSC 220	Introduction to Atmospheric and Ocean Sciences (Liberal Studies majors must have completed MATH 115, CHEM 105/PHYS 105, and BIOL 116/EOSC 116)	4
EOSC 436	Marine Community Ecology with Lab	4
or EOSC 430	Human Impacts on the Coastal Environment with Lab	

Total Units: 12

#### Mathematics Concentration

Note: Other choices are possible for students with advanced standing in mathematics. Please consult with the mathematics concentration coordinator before selecting other courses.

MATH 120	Introduction to Statistics	3
MATH 150	Calculus I	3-4
or MATH 130	Survey of Calculus	
Select two of the following:		6-7
COMP 110	Computational Problem Solving	
or COMP 150	Computer Programming I	
MATH 110	Investigations in Mathematics	
MATH 151	Calculus II	
MATH 260	Foundations of Higher Mathematics (MATH 150 is pre-requisite)	
or MATH 262	Discrete Mathematics	
MATH 320	Linear Algebra (MATH 151 is a prerequisite)	
Total Units:		12-14

Code	Title	Units
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#### Multicultural Studies Concentration

Take one course from each discipline, and one additional course from the area of your choice. Discuss course options with academic advisor.

Anthropology Course:

Requirement will be fulfilled by any Cultural Anthropology course		3
ANTH 102	Introduction to Cultural Anthropology	
ANTH 320	North American Indian Cultures	
ANTH 321	California and Great Basin Indian Cultures	
ANTH 323	Southwest Indian Cultures	
ANTH 327	South American Indian Cultures	
ANTH 328	Caribbean Cultures	
ANTH 360	Nautical Anthropology of California	
ANTH 362	Piracy in the New World	
ANTH 364	Surf Culture And History	
ANTH 370	Indigenous Religions	
ANTH 380	Cultural Diversity	

Ethnic Studies Course:

Requirement will be fulfilled by any Ethnic Studies (ETHN) course 3

Sociology Course:

Requirement will be fulfilled by any Sociology (SOCI) course 3

Additional ANTH, ETHN, or SOCI Course:

One additional course from above selections (Cultural Anthropology, Ethnic Studies, or Sociology) 3

Total Units: 12

Code	Title	Units
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#### Music Concentration

Theory/Composition Requirement		
MUSC 120	Fundamentals of Music Theory	3
or MUSC 121	Making Music - Integrating Theory and Practice	
History/Culture Requirement		
Select two of the following courses:		6
MUSC 101	American Music	
MUSC 102	Jazz	
MUSC 103	Music for the Stage	
MUSC 106	We Shall Overcome: Singing for Justice, Freedom and Peace	
MUSC 109	Introduction to Sonic Arts	
MUSC 130	Music in Society	

MUSC 140	Music in World Cultures	
MUSC 336	Music Therapy	
MUSC 340	Topics in World Music	
MUSC 420	Digital Audio Composition	
MUSC 424	Art and the Soundscape	
MUSC 440	Topics in Ethnomusicology	
Performance Studies and Ensembles Requirement		
Choose two units from:		2
MUSC 105	Class Piano I	
MUSC 205	Class Piano II	
MUSC 107	Class Voice	
MUSC 108	Class Guitar	
Choose 1 unit from:		1
MUSC 150	Chamber Music Ensembles	
	or MUSC 350 Chamber Music Ensembles	
MUSC 151	USD Strings	
	or MUSC 351 USD Strings	
MUSC 153	Concert Choir	
	or MUSC 353 Concert Choir	
MUSC 154	Opera Workshop	
	or MUSC 354 Opera Workshop	
MUSC 155	Jazz Ensemble	
	or MUSC 355 Jazz Ensemble	
MUSC 156	Band	
	or MUSC 356 Band	
MUSC 157	Gamelan Ensemble	
	or MUSC 357 Gamelan Ensemble	
MUSC 158	Mariachi Ensemble	
	or MUSC 358 Mariachi Ensemble	
Other choices may be possible in consultation with the concentration coordinator.		
Total Units:		12
<b>Psychology Concentration</b>		
PSYC 101	Introductory Psychology	3
PSYC 314	Developmental Psychology: Childhood and Adolescence	3
Select two courses from the following: <sup>1</sup>		6
PSYC 230	Research Methods in Psychology	
	or PSYC 260 Statistics	
PSYC 318	Child Development Across Cultures	
PSYC 322	Social Psychology	
PSYC 324	Cross-Cultural Psychology	
PSYC 328	Stereotyping, Prejudice and Discrimination	
PSYC 332	Learning and Behavior	
PSYC 336	Cognitive Psychology	
PSYC 342	Biological Psychology	
PSYC 354	Behavior Disorders of Childhood	
PSYC 414	Social-Emotional Development	
Total Units:		12
<b>Spanish Language and Latinx American Cultures Concentration</b>		
Recommended for Bilingual Authorization		
SPAN 301	Writing and Composition in Spanish	3
	or SPAN 311 Writing and Composition for Heritage Speakers	

SPAN 304	Cultural History of Latin America	3
	or HIST 361 Modern Latin America	
Spanish - Choose one of the following courses:		3
SPAN 303	Introduction To Cultural Analysis	
SPAN 304	Cultural History of Latin America	
SPAN 306	Phonetics and Pronunciation	
SPAN 307	Introduction to Hispanic Linguistics	
SPAN 360	Survey of Latin American Literature	
SPAN 410	Latinx Literatures and Cultures	
SPAN 434	The "New" World	
SPAN 441	Topics in Literature, Film and Culture-Domestic Focus	
SPAN 442	Topics in Literature, Film and Culture-Global Focus	
SPAN 448	Latin American Short Story	
SPAN 449	Latin American Novel	
SPAN 451	Latin American Poetry	
SPAN 453	Mexican Literature and Culture	
SPAN 456	Humans Rights in Latin American Cultural Production	
SPAN 458	Jewish Latin America	
Interdisciplinary Option - Choose one of the following courses:		3
ETHN 343	Chicano San Diego	
HIST 361	Modern Latin America	
HIST 362	Topics in Latin America History	
HIST 383	Chicano/a/x History	
HIST 384	History of Mexico	
POLS 357	Politics in Latin America	
POLS 374	U.S.-Latin American Relations	
THRS 358	Latinoa Catholicism	
Total Units:		12
<b>Theatre Concentration</b>		
THEA 101	Script Analysis	3
THEA 230	Fundamentals of Acting	3
Choose one of the following:		3-4
THEA 205	Technical Theatre with Lab	
THEA 220	Fundamentals of Theatrical Design	
Select one additional course from the following: <sup>1</sup>		3-4
THEA 205	Technical Theatre with Lab	
THEA 220	Fundamentals of Theatrical Design	
THEA 320	Scenic Design	
THEA 325	Lighting and Sound for Entertainment Design	
THEA 330	Costume Design	
THEA 340	Voice and Speech	
THEA 345	Physical Actor	
THEA 360	Theatre History 1	
THEA 365	Playwriting	
THEA 370	Performance Studies	
THEA 380	Theatre of Diversity	
THEA 385	Acting for the Musical Theatre	
THEA 390	Directing and Stage Management	
THEA 435	Classical Acting	
THEA 475C	Theatre and Community	
THEA 494	Special Topics in Theatre	
Total Units:		13

<sup>1</sup> Some upper division courses may have prerequisites

## Teaching Credential Requirements

Completing a Teaching Credential is not a requirement to complete the Liberal Studies major. Only grades of B- or higher in Professional Preparation courses satisfy requirements for teaching credentials.

### Credential Option 1: Preliminary Multiple Subject

The Multiple Subject Teaching Credential authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most K-6 elementary schools. However, a teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom (preschool, K-12, or in classes organized primarily for adults). In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting.

#### Foundations Block

Must be taken before beginning the Methods Block; these courses may be taken before admission to the Credential Program.

Code	Title	Units
ENGL 377	Development of the English Language	3
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 310P	Educational Psychology	3
EDTE 311P	Equity & Advocacy in Educational Systems	3

#### Methods Block

Must be completed before beginning Student Teaching; candidates must be admitted to the Credential Program.

Code	Title	Units
EDTE 301P	Methods for Language & Literacy	3
EDTE 302P	Elementary Methods I: Math & Science	3
EDTE 303P	Elementary Methods II: Humanities	3
EDTE 312P	Methods for English Learners	3

#### Student Teaching Block

Courses taken concurrently.

Code	Title	Units
EDUC 490P	Student Teaching for the Multiple Subject Credential (full-day, full-time assignment in K-12 school)	9
EDUC 490S	Student Teaching Seminar for Multiple Subject Credential	3

### Credential Option 2: Preliminary Education Specialist Instruction Credential

The Education Specialist Instruction Credential for mild/moderate disabilities authorizes the holder to serve children, youth, and adults who have special learning or emotional needs. This credential may be used in K-12 resource rooms, special day classes, or alternative settings, and authorizes teachers to instruct individuals in grades K-12 and adults through age 22 with specific learning disabilities or health impairments.

In addition to the Foundations and Methods courses above, the Special Education credential requires:

#### Methods Block: Special Education Coursework

Must be completed before beginning Student Teaching; candidates must be admitted to the Credential Program.

Code	Title	Units
EDTE 313P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 317P	Assessment	3

#### Student Teaching Block

Courses taken concurrently.

Code	Title	Units
EDSP 393S	Practicum Seminar for Individual Induction Plan IIP	2
EDSP 490P	Student Teaching Mild to Moderate Disabilities (Full day)	6
EDSP 490S	Education Specialist Student Teaching and Seminar-Mild Moderate	1

### Recommended Program of Study, Liberal Studies

#### Freshman Year

To complete the program of study (including a teaching credential) in 4 years, student must take 18 units per semester in 2-3 semesters or take courses in intersession and summer.

Please note that completing the teaching credential coursework is not a requirement for completion of the Liberal Studies major. They are included in the plan of study to indicate where they fit in the sequence.

#### Semester I

Code	Title	Units
LBST 100	Foundations in Liberal Studies	3
FYW 150	First Year Writing	3
CHEM 105 or PHYS 105	Physical Sciences for K-8 Teachers	3
Core		3
Elective		3

#### Semester II

Code	Title	Units
BIOL 116 or EOSC 116	Earth and Life Science for Educators	3
MATH 115	College Algebra	3
LANG 101	1st Semester Language	3
MUSC 200	Comprehensive Musicianship for Educators	3
Core		

#### Sophomore Year

#### Semester I

Code	Title	Units
THEA 155	Theatre in Education	3
MATH 200	Mathematical Concepts for Elementary Teachers I	3
LANG 102	Second Semester Language	3
HIST 117	U.S. History to 1877	3
Core		3

Apply to the Undergraduate Teaching Credential Program (SOLES)

#### Semester II

Code	Title	Units
ENGL 215	Children's Literature	3
MATH 300	Mathematical Concepts for Elementary Teachers II	3
LANG 201	Third Semester Language	3
Concentration		3
Core/Electives (2) <sup>1</sup>		3



**Junior Year****Semester I**

PHIL 341	Ethics and Education	3
ARTV 350	Art Fundamentals	3
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 310P	Educational Psychology	3
Concentration		3

**Semester II**

ENGL 377	Development of the English Language	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
Core/Electives (2)		3
Concentration		3

**Senior Year****Semester I**

HIST 389	History of California	3
EDTE 301P	Methods for Language & Literacy	3
EDTE 302P	Elementary Methods I: Math & Science	3
Concentration		3
Core/Elective		3
Start CSET Testing		

**Semester II**

LBST 495	Senior Seminar in Liberal Studies	3
EDTE 303P	Elementary Methods II: Humanities	3
EDTE 312P	Methods for English Learners	3
Core/Electives (2)		3
Complete CSET Testing		

**Senior Year 2****Semester I**

Full time, full semester student teaching and seminar		
EDUC 490P	Student Teaching for the Multiple Subject Credential	9
EDUC 490S	Student Teaching Seminar for Multiple Subject Credential	3

<sup>1</sup> To avoid taking 18 units in a semester, students must take one or more intersession or summer courses.

## Recommended Program of Study, Combined BA/MEd Teacher Education Program (CTEP) - Elementary Education Pathway

Liberal Studies majors may elect the Combined BA/MEd Teacher Education Program (CTEP) pathway offered jointly with the School of Leadership and Education Sciences, in which students earn the Liberal Studies BA, a preliminary Multiple Subject and/or Special Education teaching credential, and an MEd in Curriculum and Instruction in as little as five years. For MEd program information and course descriptions, please refer to the section in the Graduate Course Catalog for SOLES, Department of Learning and Teaching. Students who are interested in the CTEP pathway should consult with the Liberal Studies program director during their junior year. Applications are due in Fall of Senior Year.

**Senior Year**

Students follow the recommended plan of study grid above, with the following change to the Spring semester of their Senior year

Instead of the two core/elective courses:\*

EDTE 317P	Assessment	3
EDTE 452P	Clinical Experience: Extended Practicum	3

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

## Graduate Program - CTEP Elementary Education Pathway

**First Year**

Semester I		Units
In the Fall semester of the MEd program, students take:		
EDTE 513P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 514	Educational Research Methods	3
EDTE 553F	General Education Student Teaching and Seminar	3
An additional EDUC or EDTE 5XX elective		3

**Semester II**

In the Spring semester of the MEd program, students take:		
EDTE 515S	Capstone Seminar	3
EDTE 516	Technology & Learning	3
EDTE 554F	Education Specialist Student Teaching and Seminar - Mild Moderate	3
An additional EDUC or EDTE 5XX elective		3

The SOLES MEd programs have a global experience requirement. For CTEP students, this may be met at the undergraduate or graduate level, as long as specific criteria are satisfied.

**LBST 100 | FOUNDATIONS IN LIBERAL STUDIES**

**Units: 3 Repeatability: No**

**Core Attributes: Domestic Diversity level 1**

This course provides an overview of the teaching profession and explores a variety of issues relating to the modern classroom and student success. The course offers a variety of perspectives on education including historical, philosophical, social, legal, and ethical issues in a diverse society in addition to background knowledge in the organizational structure of schools. Topics broadly explore the purposes of schools in society and the knowledge, dispositions, and performances required to be an effective teacher today. Other topics may include academic policies and procedures; parents and community involvement in education; the role of technology in the classroom; study skills and content specifications and standards. Additionally, this course has been designed so that participants with different interests can shape their own learning and maximize their own intellectual and educational interests.

**LBST 495 | SENIOR SEMINAR IN LIBERAL STUDIES****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Advanced Integration**

Prerequisites: LBST 100

The Liberal Studies major culminates in the capstone course in which the student will meaningfully connect the concentration area to course work taken and complete a semester-long research project. This is an opportunity to participate in an in-depth intellectual examination of an area of personal and academic interest. The student will demonstrate the ability 1) to reason and write clearly and analytically; 2) to comprehend writings on key questions and complex problems in the education field from an interdisciplinary perspective; and 3) to reflect upon his/her educational experiences in the concentration area and on his/her role as a future educator. Each student will create a research project that exemplifies an ability to integrate the area of concentration to examine a complex issue, problem, or phenomenon that in some way relates to their role as future teachers. One or more class presentations are typically required in addition to a substantial written work.

## Mathematics

### Chair

Cameron Parker, PhD

### Faculty

Adam Booher, PhD

Amy Buchmann, PhD

Satyan L. Devadoss, PhD

Jane E. Friedman, PhD

Diane Hoffoss, PhD

Stacy Langton, PhD

Lynn McGrath, PhD

Perla Myers, PhD

Jack W. Pope, PhD

Lukasz Pruski, PhD

Amanda Ruiz, PhD

Michael Shulman, PhD

Ani Velo, PhD

### Mathematics Placement

For students to succeed in mathematics courses, it is important that they have the proper background. Students will be placed into their first math course at USD based on their SAT/ACT score. A student may take our mathematics placement exam in order to be placed into a higher level course than the SAT/ACT score will allow. Students can take the placement exam at most twice during any 12 month period.

An exception to the above is: students who have either 1) scored 3 or higher on an AP calculus exam; 2) transferred a course that satisfies USD's core curriculum mathematical competency requirement; or 3) earned 4 or higher on the HL5 IB exam or 3 or higher on the SL5 IB exam will have fulfilled their core mathematics

requirement, and will be placed into future mathematics courses at USD based on those scores.

## The Mathematics Major

The program in mathematics has a threefold objective: to provide courses giving technical mathematical preparation to students in any field of academic endeavor; to provide liberal arts courses which will demonstrate our mathematical heritage from past ages, and point out the impact of mathematical thought and philosophy on our culture in this technological civilization; and to provide courses of advanced mathematical knowledge which will prepare students for graduate work or professional employment in mathematics or related areas.

## The Mathematics Major

### Preparation for the Major

Code	Title	Units
MATH 110	Investigations in Mathematics	3-3.5
or MATH 112		
or MATH 120	Introduction to Statistics	
or COMP 110	Computational Problem Solving	
or COMP 150	Computer Programming I	
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
MATH 260	Foundations of Higher Mathematics	3
or MATH 262	Discrete Mathematics	
or MATH 222		
or MATH 160		
<b>Total Units</b>		<b>18-18.5</b>

### Major Requirements

In order to obtain a major in mathematics, the student must satisfy the core curriculum requirements as set forth in this course catalog and complete the following courses:

Code	Title	Units
MATH 320	Linear Algebra	3
MATH 360	Real Analysis	3
MATH 375	Abstract Algebra	3
Select 15 units of upper-division electives except for Math 300, 305, 405, and 498.		15
<b>Total Units</b>		<b>24</b>

At least 15 of the upper-division units in the major must be completed at USD.

### Recommended Program of Study: Mathematics

#### Freshman Year

Semester I	Units
LLC Class	3-4
MATH 118	Essentials of Trigonometry (if needed)
MATH 110, MATH 112, MATH 120, or COMP 110	Investigations in Mathematics
	Introduction to Statistics
	Computational Problem Solving
MATH 150	Calculus I
CC	

**Semester II**

MATH 151	Calculus II	4
MATH 260, 262, MATH 222, or MATH 160	Foundations of Higher Mathematics Discrete Mathematics	3
CC		6-9

**Sophomore Year****Semester I**

MATH 250	Calculus III	4
MATH 320	Linear Algebra	3
CC		6-9

**Semester II**

MATH 360	Real Analysis	3
CC, Minor, Electives		12-15

**Junior Year****Semester I**

MATH 375	Abstract Algebra	3
Upper-Division MATH		3
CC, Minor, Electives		9-12

**Semester II**

Upper-Division MATH		3
CC, Minor, Electives		9-12

**Senior Year****Semester I**

Upper-Division MATH		6
CC, Minor, Electives		9-12

**Semester II**

Upper-Division MATH		3
CC, Minor, Electives		9-12

## Applied Emphasis

The mathematics department also offers a major in mathematics with an applied emphasis.

### Preparation for the Major

Code	Title	Units
MATH 120	Introduction to Statistics	3-3.5
or COMP 110	Computational Problem Solving	
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
MATH 260	Foundations of Higher Mathematics	3
or MATH 262	Discrete Mathematics	
or MATH 222		
or MATH 160		
<b>Total Units</b>		<b>18-18.5</b>

### Major Requirements

For the mathematics major with applied emphasis, the student must satisfy the core curriculum requirements and complete the following courses:

Code	Title	Units
MATH 320	Linear Algebra	3
MATH 330	Ordinary Differential Equations	3
MATH 360	Real Analysis	3
MATH 375	Abstract Algebra	3
MATH 444	Forum	3
MATH 445	Mathematical Modeling	3
Select 6 units of upper-division electives except for Math 300, 305, 405, and 498.		6
<b>Total Units</b>		<b>24</b>

At least 15 of the upper-division units in the major must be completed at USD.

<sup>1</sup> Students are strongly advised to complete MATH 320 before taking upper-division courses numbered above 330.

### Recommended Program of Study: Applied Emphasis

**Freshman Year****Semester I**

		Units
LLC Class		3-4
MATH 118	Essentials of Trigonometry (if needed)	1
MATH 120 or COMP 110	Introduction to Statistics Computational Problem Solving	3-3.5
MATH 150	Calculus I	4
CC		3

**Semester II**

MATH 151	Calculus II	4
MATH 260, 262, MATH 222, or MATH 160	Foundations of Higher Mathematics Discrete Mathematics	3
CC		6-9

**Sophomore Year****Semester I**

MATH 250	Calculus III	4
MATH 320	Linear Algebra	3
CC		6-9

**Semester II**

MATH 330	Ordinary Differential Equations	3
MATH 360	Real Analysis	3
CC, Minor, Electives		9-12

**Junior Year****Semester I**

MATH 375	Abstract Algebra	3
MATH 444	Forum	3
CC, Minor, Electives		9-12

**Semester II**

MATH 445	Mathematical Modeling	3
CC, Minor, Electives		9-12

**Senior Year****Semester I**

Upper-Division MATH		6
CC, Minor, Electives		9-12

**Semester II**

Upper-Division MATH	3
CC, Minor, Electives	9-12

## Secondary Education Emphasis

Students interested in obtaining the Single Subject Teaching Credential in mathematics are required to major in mathematics with a secondary education emphasis.

### Preparation for the Major

Code	Title	Units
COMP 150	Computer Programming I	3
MATH 115	College Algebra (or pass the Level 2 placement exam)	3
MATH 120	Introduction to Statistics	3
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 160 <sup>1</sup>		0-3
or MATH 260	Foundations of Higher Mathematics	
MATH 250	Calculus III	4
PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
<b>Total Units</b>		<b>25-28</b>

### Major Requirements

For the mathematics major with secondary education emphasis, the student must satisfy the core curriculum requirements and complete the following courses:

Code	Title	Units
MATH 305	Seminar in Teaching Mathematics	2
MATH 320	Linear Algebra	3
MATH 325	History of Mathematics	3
or MATH 325W		
MATH 350	Probability	3
MATH 360	Real Analysis	3
MATH 375	Abstract Algebra	3
MATH 380	Geometry	3
MATH 405	Advanced Perspective on High School Mathematics	3
Select 6 units of Upper-Division Mathematics Electives (chosen from courses numbered above 300)		6
<b>Total Units</b>		<b>29</b>

At least 15 of the Upper-Division units in the major must be completed at USD.

To obtain the professional preliminary teaching credential, consult the School of Leadership and Education Sciences for further requirements.

### Recommended Program of Study: Secondary Education Emphasis

#### Freshman Year

Semester I		Units
LLC Class		3
MATH 115 or 150	College Algebra Calculus I	4
MATH 118	Essentials of Trigonometry (if needed)	1
CC		9

#### Semester II

MATH 120	Introduction to Statistics	3
MATH 150 or 151	Calculus I Calculus II	4
COMP 150	Computer Programming I	3
CC		6

#### Sophomore Year

##### Semester I

MATH 151 or 250	Calculus II Calculus III	4
MATH 160 or MATH 260		3
MATH 305	Seminar in Teaching Mathematics	2
CC, SOLES, and electives		6-9

##### Semester II

MATH 250	Calculus III	4
MATH 320	Linear Algebra	3
PHYS 270	Introduction to Mechanics	3
CC, SOLES, and electives		6-9

#### Junior Year

##### Semester I

Upper-Division MATH	6
CC, SOLES, and electives	9-12

##### Semester II

Upper-Division MATH	6
CC, SOLES, and electives	9-12

#### Senior Year

##### Semester I

Upper-Division MATH	6
CC, SOLES, and electives	9-12

##### Semester II

Upper-Division MATH	6
CC, SOLES, Minor, and electives	9-12

### Recommended Program of Study: Integrated Teacher Preparation Program (ITPP) Pathway

The Integrated Teacher Preparation Program (ITPP) provides paths to 4-year science and math degrees that include a teaching credential and preparation for the California Subject Examination for Teachers (CSET). Students who are interested in middle or secondary education (grades 6-12) in California may earn a degree in mathematics while simultaneously completing requirements for a teaching credential. The degree integrates content knowledge and laboratory practices in the discipline, evidence-based teaching/learning theories, teaching performance expectations, and pre-student teaching clinical practice while satisfying baccalaureate degree requirements and CTC single subject credential program standards. There is some flexibility to meet individual needs. Students are encouraged to consult the ITPP website (<http://www.sandiego.edu/itpp>) and advisors ([itpp@sandiego.edu](mailto:itpp@sandiego.edu)) to ensure that their needs and interests will be met.

In addition to all courses for the mathematics major with a secondary education emphasis, students completing the ITPP pathway must also take the following teaching credential courses, following the Recommended Program of Study: Secondary Education Emphasis above.



Code	Title	Units
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 301P	Methods for Language & Literacy	3
EDTE 304P	Secondary Methods I	3
EDTE 307P	Secondary Methods II: Mathematics	3
EDTE 310P	Educational Psychology	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
EDTE 312P	Methods for English Learners	3
EDUC 491P	Student Teaching for the Single Subject Credential	9
EDUC 491S	Student Teaching Seminar for the Single Subject Credential	3

## The Mathematics Minor

Students may obtain a minor in mathematics by completing 21 units of mathematics course work. These units must include:

Code	Title	Units
6 units of upper division work		6
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
MATH 260	Foundations of Higher Mathematics	3
or MATH 262	Discrete Mathematics	
<b>Total Units</b>		<b>21</b>

### MATH 090 | INTERMEDIATE ALGEBRA

**Units: 3**

A survey of basic algebraic skills for students with insufficient mathematics preparation. This remedial course counts for “work-load credit” only. That is, its three units are counted as part of the student’s load during the semester in which it is taken, and the grade earned in the course is included in the computation of the student’s grade point average, but it does not satisfy any core curriculum requirement, or for the major or minor in mathematics, and it does not count toward the 124 units required for graduation.

### MATH 110 | INVESTIGATIONS IN MATHEMATICS

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Math reasng and prob solving**

Prerequisites: MATH 090 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year

Mathematics is much more than calculation; it is an imaginative and creative endeavor that studies all sorts of patterns and structures, many of which are beautiful, intriguing, and applicable to the real world. This course will explore some surprising and rewarding mathematical ideas in areas that could include games, fractals, ciphers, elections, finance, risk measurement, the nature of infinity, or others. Along the way, students may confront issues that challenge their intuition, gain sharper analytical reasoning skills, and experience mathematical questions that have remained unsolved for hundreds of years. This course does not serve as a prerequisite to MATH 120, MATH 130, MATH 150, or MATH 200.

### MATH 115 | COLLEGE ALGEBRA

**Units: 3 Repeatability: No**

**Core Attributes: Math reasng and prob solving**

Prerequisites: MATH 090 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year  
Review of exponents, equations, and inequalities; function notation, composition, and inverses; linear, quadratic, polynomial, exponential, and logarithmic functions and their graphs.

### MATH 118 | ESSENTIALS OF TRIGONOMETRY

**Units: 1**

Definitions, solutions of right triangles, graphs, identities, and inverse trigonometric functions.

### MATH 120 | INTRODUCTION TO STATISTICS

**Units: 3 Repeatability: No**

**Core Attributes: Quantitative reasoning comp**

Prerequisites: MATH 115 or MATH 130 or MATH 150  
Probability as a mathematical system, random variables and their distributions, confidence intervals, hypothesis testing, and other topics in statistical inference.

### MATH 130 | SURVEY OF CALCULUS

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Math reasng and prob solving**

Prerequisites: Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or MATH 115 with a minimum grade of C-

A terminal mathematics course giving an introduction to the concepts and techniques of elementary differential and integral calculus. Note 1: This course is not equivalent to MATH 150, and does not serve as a prerequisite to MATH 151. Prereq: MATH 115 with a grade of C- or better, or pass Level 2 mathematics placement exam (2MTH or 3MTH).

### MATH 150 | CALCULUS I

**Units: 4 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Math reasng and prob solving**

Prerequisites: MATH 115 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year  
Fundamental notions of analytic geometry, differential and integral calculus with elementary applications; historical references.

### MATH 151 | CALCULUS II

**Units: 4 Repeatability: No**

**Core Attributes: Math reasng and prob solving**

Prerequisites: MATH 150 with a minimum grade of C-  
Continuation of Calculus I including integration, infinite series, differential equations, applications, and historical references.

### MATH 200 | MATHEMATICAL CONCEPTS FOR ELEMENTARY TEACHERS I

**Units: 3 Repeatability: No**

Prerequisites: MATH 115 with a minimum grade of C- or MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-  
Problem solving, sets, numeration systems, a development of the whole number system, geometric figures, and computers. Note: This course does not count toward either the major or minor in mathematics.

**MATH 250 | CALCULUS III****Units: 4**

Prerequisites: MATH 151 with a minimum grade of C-

Calculus of several variables, partial derivatives, multiple integration, elements of vector calculus, elements of differential equations, applications, and historical references.

**MATH 260 | FOUNDATIONS OF HIGHER MATHEMATICS****Units: 3 Repeatability: No****Core Attributes: Math reasng and prob solving**

Prerequisites: MATH 150

Mathematics is a creative endeavor based on reasoning, discovery and justification. In higher mathematics we explore, conjecture, and formally prove theorems about the behavior of abstract objects that model different aspects of reality. This course is an introduction and transition to the goals, tools, and subject matter of higher mathematics, including logic, the methods and structure of mathematical proof, mathematical induction, basic set theory, creative problem solving, and mathematical writing and communication. Students may not receive credit for taking both MATH 260 and MATH 262.

**MATH 262 | DISCRETE MATHEMATICS****Units: 3 Repeatability: No****Core Attributes: Math reasng and prob solving**

Prerequisites: MATH 150

Our world is inundated with discrete packets of data, from satellite imaging, to cyber security, to biotechnology. A language and framework is needed to understand, quantify, and manipulate this information. This course provides the tools (mathematical proof techniques) and case studies (sets and infinity, numbers and encryption, graphs and structure) to equip us for our data driven world. Students may not receive credit for taking both MATH 260 and MATH 262.

**MATH 294 | SPECIAL TOPICS IN MATHEMATICS****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: MATH 151 with a minimum grade of C-

Topics of special interest chosen by the instructor.

**MATH 300 | MATHEMATICAL CONCEPTS FOR ELEMENTARY TEACHERS II****Units: 3 Repeatability: No**

Prerequisites: MATH 200 with a minimum grade of C

Measurement concepts, development of the real number system, algebra, geometric mappings, probability, and statistics. Note: This course does not count toward either the major or minor in Mathematics.

**MATH 305 | SEMINAR IN TEACHING MATHEMATICS****Units: 2**

Senior seminar for single subject credential students in mathematics. Issues in mathematics education including: Contribution to mathematics by men and women of various ethnic, racial, and cultural groups; equity considerations in mathematics education; variations in how students learn mathematics; diverse methods of communication and assessment in mathematics; and practical aspects of teaching diverse students. Students will be required to do some tutoring in mathematics. This course does not count toward the minor in mathematics or toward the upper division mathematics electives of the mathematics major (even for the secondary education emphasis).

**MATH 310 | APPLIED MATHEMATICS FOR SCIENCE AND ENGINEERING I****Units: 3 Repeatability: No**

Prerequisites: MATH 151 with a minimum grade of C-

Matrix algebra, ordinary differential equations, and operational techniques. Students may not receive credit for both MATH 310 and MATH 330 (mutually exclusive).

**MATH 311 | APPLIED MATHEMATICS FOR SCIENCE AND ENGINEERING II****Units: 3-4 Repeatability: No**

Prerequisites: MATH 250 with a minimum grade of C- and MATH 310 with a minimum grade of C-

Boundary value problems, partial differential equations, Fourier methods, and introduction to complex analysis.

**MATH 315 | APPLIED PROBABILITY AND STATISTICS****Units: 3**

Prerequisites: MATH 250

Introduction to probability; discrete and continuous random variables; conditional and joint distributions and densities; functions of random variables; expectation and estimation; central limit theorem; introduction to statistics; introduction to random sequences and random processes.

**MATH 320 | LINEAR ALGEBRA****Units: 3 Repeatability: No**

Prerequisites: MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-

Systems of linear equations, matrix algebra and operations, vector spaces of three or more dimensions, linear independence, inner product spaces, linear transformations and their matrices, determinants, eigenvalues and eigenvectors, and brief introduction to canonical forms.

**MATH 325 | HISTORY OF MATHEMATICS****Units: 3 Repeatability: No**

Prerequisites: MATH 250 and (MATH 260 or MATH 262)

Selected topics from the history of mathematics. The course includes a variety of writing assignments. Emphasis is on the history of mathematical ideas, rather than on personalities or social background.

**MATH 330 | ORDINARY DIFFERENTIAL EQUATIONS****Units: 3 Repeatability: No**

Prerequisites: MATH 250 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)

Preliminary ideas, differential equations of the first and second order, linear equations with constant coefficients, operational techniques, simultaneous equations, series solutions, and applications.

**MATH 331 | PARTIAL DIFFERENTIAL EQUATIONS****Units: 3**

Prerequisites: MATH 330 with a minimum grade of C-

Preliminary notions, techniques for solving well-known partial differential equations of physics, orthogonal functions, and applications. Prereq: MATH 330 with a grade of C- or better.

**MATH 340 | NUMERICAL ANALYSIS I****Units: 3 Repeatability: No**

Prerequisites: MATH 151 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and COMP 110 with a minimum grade of C-

Approximate computations and round-off errors, Taylor expansions, numerical solution of equations and systems of equations, numerical integration, numerical solution of differential equations, interpolation, and problem solving on the computer.

**MATH 341 | NUMERICAL ANALYSIS II****Units: 3**

Prerequisites: MATH 250 with a minimum grade of C- and MATH 320 with a minimum grade of C- and MATH 330 with a minimum grade of C- (Can be taken Concurrently) and MATH 340 with a minimum grade of C-

Estimation of eigenvalues and eigenvectors of matrices; numerical solutions of differential equations, existence, and stability theory; and computer lab assignments. Prereq: MATH 250, 320, 330 (may be taken concurrently), and 340, all with a grade of C- or better. Cross-listed as COMP 341.

**MATH 350 | PROBABILITY****Units: 3 Repeatability: No**

Prerequisites: MATH 250 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)

Probability axioms, conditional probability, discrete and continuous sample spaces, random variables and common distributions, jointly distributed random variables, and central limit theorem.

**MATH 351 | MATHEMATICAL STATISTICS****Units: 3**

Prerequisites: MATH 350 with a minimum grade of C-

Statistical models, estimation, hypothesis testing, optimality, linear models, analysis of discrete data, and nonparametric methods. Prereq: MATH 350 with a grade of C- or better.

**MATH 355 | COMBINATORICS****Units: 3 Repeatability: No**

Prerequisites: MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-

Principles of enumeration, finite difference calculus, generating functions, finite difference equations, principle of Inclusion and Exclusion, introduction to the theory of combinatorial graphs, and applications to computer science.

**MATH 360 | REAL ANALYSIS****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-

Analysis is the study of the foundations of calculus, including formal definitions of limits and convergence, and careful proofs of basic facts about numbers and functions. This course is an introduction to analysis of functions of one real variable.

**MATH 361 | TOPICS IN ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: MATH 360 with a minimum grade of C-

Analysis is the study of the foundations of calculus, including formal definitions of limits and convergence, and careful proofs of basic facts about numbers and functions. This course is a continuation of MATH 360.

**MATH 365 | COMPLEX FUNCTION THEORY****Units: 3 Repeatability: No**

Prerequisites: (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 250 with a minimum grade of C-  
Analytic function theory; power series, analytic continuation, conformal mapping, and applications.

**MATH 370 | THEORY OF NUMBERS****Units: 3 Repeatability: No**

Prerequisites: (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 151 with a minimum grade of C-  
Divisibility, Euclidean algorithm, fundamental theorem of arithmetic, congruences, Fermat's theorem, Euler's function, Chinese Remainder Theorem, Diophantine equations, primitive roots, quadratic residues, reciprocity law, and continued fractions.

**MATH 375 | ABSTRACT ALGEBRA****Units: 3 Repeatability: No**

Prerequisites: MATH 320 with a minimum grade of C-

Abstract algebra is the study of operations like addition and multiplication that act on objects other than numbers, such as vectors, matrices, polynomials, functions, transformations, and symmetries. This course is an introduction to the basic structures of abstract algebra: groups, rings, integral domains, division rings, fields, vector spaces, and algebras, and their applications to other branches of mathematics.

**MATH 380 | GEOMETRY****Units: 3 Repeatability: No**

Prerequisites: (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 250 with a minimum grade of C-

An introduction to an area of modern geometry. The specific topic will be chosen from the following: non-Euclidean geometry, differential geometry, projective geometry, or metric geometry, and historical references.

**MATH 385 | TOPOLOGY****Units: 3 Repeatability: No**

Prerequisites: (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 250 with a minimum grade of C-

Metric spaces, topologies, subspaces, continuity, separation axioms, compactness, and connectedness.

**MATH 388 | MATHEMATICAL LOGIC****Units: 3 Repeatability: No**

Prerequisites: (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 151 with a minimum grade of C-

Abstract structure of logical arguments, theory of the propositional and predicate calculus, and selected topics in modern logic.

**MATH 395 | MATHEMATICAL PROBLEM SOLVING SEMINAR****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MATH 151 with a minimum grade of C-

This course is intended for students who enjoy the challenge of mathematical problems. This course differs from other mathematics courses which are focused on the theory and applications of a single branch of mathematics. It emphasizes problem-solving techniques, creative thinking, and exposition of skills in different areas of mathematics such as algebra, calculus, geometry, and number theory. (May be taken twice for credit.).

**MATH 405 | ADVANCED PERSPECTIVE ON HIGH SCHOOL MATHEMATICS****Units: 3**

This course is a required course in the Mathematics Single Subject credential program. It provides a capstone experience for future mathematics high school teachers, in which they look at topics in high school mathematics from an advanced viewpoint. Connections between mathematics topics and between basic and more advanced mathematics will be emphasized. This course does not count toward the minor in mathematics or toward the upper division mathematics electives of the mathematics major (even for the secondary education emphasis).

**MATH 440 | MATHEMATICAL MODELING IN ECOLOGY****Units: 4 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: (MATH 160 or MATH 222) and (MATH 310 or MATH 330)

An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from MATH 440 and EOSC 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both MATH 440 and EOSC 440. Students may not receive credit for taking both MATH 440 and MATH 445.

**MATH 444 | FORUM****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: MATH 320 and (MATH 325 or MATH 330 or MATH 331 or MATH 340 or MATH 341 or MATH 350 or MATH 351 or MATH 355 or MATH 360 or MATH 361 or MATH 365 or MATH 370 or MATH 375 or MATH 380 or MATH 385 or MATH 388 or MATH 445)

The goal of this capstone mathematics course is to improve the ability to communicate mathematics, both written and oral, to a general and technical audience. In the process, students are exposed to a broad range of topics from modern and classical mathematics, and increase their familiarity with the culture of mathematics. This course fulfills the upper division writing and oral communication requirements.

**MATH 445 | MATHEMATICAL MODELING****Units: 3**

Prerequisites: MATH 250 with a minimum grade of C- and MATH 320 with a minimum grade of C- and MATH 330 with a minimum grade of C-

The construction and analysis of mathematical models, simplifying assumptions and testing strategies; topics chosen by the instructor in dimensional analysis, discrete and continuous dynamical systems, stochastic models, linear systems, optimization models, statistical methods, and graph theory. Prereq: MATH 250 with a grade of C- or better, MATH 320 with a grade of C- or better and MATH 330 with a grade of C- or better.

**MATH 494 | SPECIAL TOPICS IN MATHEMATICS****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Topics of special interest chosen by the instructor. May be repeated for credit with the consent of the instructor.

**MATH 496 | DIRECTED RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Undergraduate Research**

Independent research directed by a faculty member.

**MATH 498 | INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Practical experience in the application of mathematics. Students will be involved in projects conducted by businesses, agencies, and institutions. Enrollment is arranged on an individual basis according to the student's interest and background, and the availability of positions. A written report is required. Units may not normally be applied toward the major or minor in mathematics. MATH 498 may be repeated for a total of three units.

**MATH 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Student reading in selected special topics; student presentations. May be repeated for credit once with a different topic.

## Medieval and Renaissance Studies

### Program Directors

Thomas Barton, PhD, History

Maura Giles-Watson, PhD, English

### Affiliated Faculty

Ryan Abrecht, PhD, History

Brittany Asaro, PhD, Languages, Cultures and Literatures

Susie Babka, PhD, Theology and Religious Studies

Jerome Hall, PhD, Anthropology

Holly Hamilton-Bleakley, PhD, Philosophy

Juliana Maxim, PhD, Art, Architecture + Art History

Molly McClain, PhD, History

Joseph McGowan, PhD, English

Turner Nevitt, PhD, Philosophy

Santiago Rubio-Fernaz, PhD, Languages, Cultures and Literatures

Cecilia Ruiz, PhD, Languages, Cultures and Literatures

Abraham Stoll, PhD, English

Stefan Vander Elst, PhD, English

One of the most foundational periods in the formation of the modern world, the Middle Ages witnessed the development of the Church, fundamental currents in philosophy and theology, the establishment of Europe's first universities, the growth of the continent's major cities, the flourishing of Romanesque and Gothic art and architecture, and complex interactions with the wider world. Emerging out of the Medieval world, the Renaissance and Early Modern periods were shaped by the invention of the printing press and the growth of lay literacy, the development of Humanism and the furthering of modern scientific and philosophical inquiry, religious and ideological upheaval, the creation of the first modern nation-states, Europeans' encounters with previously unknown civilizations, and the creation of the first truly global economy. The complexity of this long stretch of history, remarkable for its accomplishments but also characterized by violence and intolerance, cannot be adequately accounted for by a single discipline. A minor in Medieval and Renaissance Studies provides students with a solid grounding in the historical context for many of the major cultural and intellectual developments that contributed to the foundations of our modern global society.

## The Medieval & Renaissance Studies Minor

18 units total, comprised of six units of lower-division and 12 units of upper-division coursework. A minimum of three academic disciplines must be represented in this total.

Code	Title	Units
<b>Lower Division</b>		
Select 2 courses from the following:		6
ARTH 133	Introduction to Art History I	
ARTH 134	Introduction to Art History II	
ARTH 136	The Year 1500: A Global History of Art and Architecture	
ENGL 240	Shakespeare	
HIST 103	The Medieval World	
HIST 108	The Atlantic World 1500-1800	
HIST 109	The Pacific World, 1500-1800	
PHIL 171	Medieval Philosophy	
THRS 114	Introductory Studies in Catholic Theology	
THRS 116	Introduction to Biblical Studies	
<b>Upper Division</b>		



Select 4 courses from the following:	12
ANTH 339	Post Medieval Seafaring and Empire
ANTH 362	Piracy in the New World
ENGL 300	British Literature to 1800
ENGL 330	Dante
ENGL 331	Medieval Studies
ENGL 333	Chaucer
ENGL 335	Renaissance Drama
ENGL 337	Renaissance Studies
ENGL 338	Milton
ENGL 340	Restoration Studies
ENGL 420	Advanced Studies in Shakespeare
FREN 320	Survey of French Literature I: Middle Ages to 18th Century
HIST 321	The Fall of the Roman Empire
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450
HIST 323	
HIST 324	Christians, Muslims and Jews in Medieval Spain
HIST 331	The Global Renaissance
HIST 332	Role-Playing the Renaissance
HIST 346	Topics in Medieval and Early Modern Europe
HIST 353	Topics in Russian and East European History
HIST 382	The Spanish Southwest
ITAL 320	Introduction to Italian Literature and Culture I: From the Middle Ages to the 17th Century
ITAL 410	Studies in Medieval and Renaissance Italy
ITAL 420	Dante and His Times
MUSC 330	Music History I: Antiquity-1600 (Eurpidies-Monteverdi)
MUSC 331	Music History II: 1600-1830 (Monteverdi-Beethoven)
PHIL 467	Studies in Renaissance Philosophy
PHIL 471	Studies in Medieval Philosophy
SPAN 302	Cultural History of Spain
SPAN 320	Survey of Spanish Literature
SPAN 422	Studies in Medieval Spanish Literature
SPAN 423	Studies in Spanish Literature of the Golden Age
SPAN 424	Don Quijote de la Mancha
SPAN 434	The "New" World
THRS 311	Jewish Faith and Practice - Advanced Writing
THRS 313	Jewish Faith and Practice
THRS 315	Islamic Thought and Culture

**Total Units** 18

Relevant 394/494 and topics courses or Honors courses in Anthropology, Art History, English, French, German, History, Italian, Latin, Music, Philosophy, Spanish, or Theology and Religious Studies, to be approved by the program director, may also satisfy the upper-division requirements.

## Music

### Chair

Emilie Amrein, DMA

## Faculty

Christopher Adler, PhD

Kay Etheridge, DMA

Jeffrey Malecki, DMA

Angela Yeung, PhD

The mission of the Department of Music is to educate and prepare all students with musical interest to excel and succeed in the areas in which they are most gifted. We promote a rigorous, relevant and innovative curriculum grounded in the liberal arts and fine arts traditions, and offer depth and breadth of music experience. We endeavor to instill in our students a critical sense of the role of music and music-making in society, both historically and today. We seek to inspire them with creative possibilities in the performance, scholarship, and composition of music, and to give them the critical self-awareness to continue to develop as musicians, thinkers, and citizens beyond their time at USD. And, we motivate students to keep music in their lives, connect with the world via music, and to develop career paths in music.

Students who complete the major acquire competence in music theory, history, performance (vocal and/or instrumental), composition/digital composition, and often in auxiliary areas such as music education, conducting, or performing arts entrepreneurship. Students may pursue music as a major, double-major, minor, an elective for their core curriculum requirement, or a concentration for the liberal studies degree. Music majors receive a bachelor of arts degree in music with an option for emphasis in performance, music theory, composition, music history and culture, or music education, or they may select the general music degree program. Our ensembles – Bands (Concert and Athletic), Concert Choir, USD Strings, Chamber Music Ensembles, Opera Workshop, Jazz Ensemble, Mariachi Ensemble, Gamelan Ensemble – are open to all students, regardless of their major and/or minor. The elite ensemble, the Choral Scholars, is a scholarship-funded choir.

The Department of Music sponsors a concert series on campus during each academic year. Open to the public, the concert series features performances by music faculty, student ensembles, student performance majors, and guest artists of national and international stature. The Department of Music also hosts the annual Mariachi Showcase and annual choral, concerto, band, and chamber music festivals. The department has instituted a precollege program for local high school music students to form ensembles at the university under faculty direction or join existing ensembles at no cost.

For more information about the music department go to [www.sandiego.edu/music](http://www.sandiego.edu/music) and see our Facebook page, <http://www.facebook.com/usdmusic> (<http://www.facebook.com/usdmusic/>).

## The Music Major

The innovative music curriculum affords a broad basis of study in music within the context of the liberal arts education. The major provides a thorough knowledge of music literature from the Middle Ages to the present, through balanced course offerings in music theory, composition, music history, and solo and ensemble performance. Music majors choose a General Music Major or a Music Major with Emphasis in Performance, Music Theory, Composition, or Music History and Culture, or Music Education (which includes the single-subject teaching credential in music).

## The Music Minor

The Department offers the general minor, which provides basic experiences in music theory, history/culture and performance and a wide range of elective

courses, and the comprehensive minor, a more rigorous program with fewer electives.

## The Music Major

### Preparation for the Major

All majors are required to complete the following courses (26 units):

Code	Title	Units
<b>Theory/Composition</b>		
MUSC 120	Fundamentals of Music Theory	3
or MUSC 121	Making Music - Integrating Theory and Practice	
MUSC 205	Class Piano II	1
MUSC 210	Aural Skills I	1
MUSC 211	Aural Skills II	1
MUSC 220	Harmony I	3
MUSC 221	Harmony II	3
<b>History/Culture</b>		
MUSC 140	Music in World Cultures	3
Select one of the following:		3
MUSC 101	American Music	
MUSC 102	Jazz	
MUSC 103	Music for the Stage	
MUSC 106	We Shall Overcome: Singing for Justice, Freedom and Peace	
MUSC 109	Introduction to Sonic Arts	
MUSC 130	Music in Society	
<b>Performance</b>		
Four semesters of a performance ensemble, to be chosen from the following:		4
MUSC 150/350	Chamber Music Ensembles	
MUSC 151/351	USD Strings	
MUSC 153/353	Concert Choir	
MUSC 154/354	Opera Workshop	
MUSC 155/355	Jazz Ensemble	
MUSC 156/356	Band	
MUSC 157/357	Gamelan Ensemble	
MUSC 158/358	Mariachi Ensemble	
<b>Applied Lessons</b>		
Four semesters of individual music lessons (main instrument or voice), to be chosen from the following: <sup>1</sup>		4
MUSC 160 - MUSC 181/MUSC 360 - MUSC 381		
<b>Total Units</b>		<b>26</b>

<sup>1</sup> Students in the Music major with Performance Emphasis should take at least two of the four semesters of applied lessons in the Preparation for the Major at the upper-division level.

### The General Music Major

The General Music Major is suitable for students who wish to obtain a sophisticated appreciation and understanding of music and gain proficiency in the creation and performance of music without an emphasis in one area.

In order to obtain a General major in music, the student must satisfy the Preparation for the Major requirements and enroll in at least 24 units of upper-division courses in Music, including the courses below. No more than 8 units of upper-division ensembles (MUSC 350 - MUSC 358) may be applied toward

this requirement. Note also that upper-division courses taken in fulfillment of the 24-unit major requirement cannot also be used to fulfill a requirement of the Preparation for the Major.

Code	Title	Units
Select two History courses from the following:		6
MUSC 330	Music History I: Antiquity-1600 (Eurpidies-Monteverdi)	
MUSC 331	Music History II: 1600-1830 (Monteverdi-Beethoven)	
MUSC 332	Music History III: 1830-Present (Schubert to Philip Glass)	
Select one Theory course from the following:		3
MUSC 310	Form and Analysis	
MUSC 311	Harmony III: Post-tonal Theory	
MUSC 320	Orchestration and Arranging	
MUSC 322	Rhythm and Time	
MUSC 420	Digital Audio Composition	
MUSC 421	Interactive Digital Music and Arts	
MUSC 424	Art and the Soundscape	
MUSC 484	Special Topics in Music Theory and Composition	
Select six units of Ethnomusicology from the following:		6
MUSC 340	Topics in World Music	
MUSC 341	Religion and the Performing Arts in Bali	
MUSC 357	Gamelan Ensemble	
MUSC 358	Mariachi Ensemble	
MUSC 440	Topics in Ethnomusicology	
Upper-Division Music Electives		9
<b>Total Units</b>		<b>24</b>

### The Music Major with Emphasis

The Music Major with Emphasis is suitable for students who wish to pursue a career or advanced study in the music field. The student selects an emphasis in Performance, Theory, Composition, History and Culture, or Music Education. Entrance into the Performance Emphasis requires an audition by the end of the first year of study. The Music Education Emphasis should also be declared by the end of the first year.

In order to obtain a major in music with emphasis, the student must satisfy the Preparation for the Major requirements and complete at least 25 units of upper-division courses in Music, including the following emphasis requirements.

Code	Title	Units
Select two History courses from the following:		6
MUSC 330	Music History I: Antiquity-1600 (Eurpidies-Monteverdi)	
MUSC 331	Music History II: 1600-1830 (Monteverdi-Beethoven)	
MUSC 332	Music History III: 1830-Present (Schubert to Philip Glass)	
Select two Theory courses from the following:		6
MUSC 310	Form and Analysis	
MUSC 311	Harmony III: Post-tonal Theory	
MUSC 320	Orchestration and Arranging	
MUSC 322	Rhythm and Time	
MUSC 421	Interactive Digital Music and Arts	
MUSC 424	Art and the Soundscape	
MUSC 484	Special Topics in Music Theory and Composition	
Select six units of Ethnomusicology from the following:		6
MUSC 340	Topics in World Music	

MUSC 341	Religion and the Performing Arts in Bali
MUSC 357	Gamelan Ensemble
MUSC 358	Mariachi Ensemble
MUSC 440	Topics in Ethnomusicology

Take the following:

MUSC 495	Senior Project	1
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Upper-Division Emphasis Courses and Music Electives (see below)

**Total Units** **19**

## Performance Emphasis

Code	Title	Units
Four semesters of applied lessons on the instrument of emphasis, voice or conducting at the upper-division level <sup>1</sup>		4
MUSC 360-MUSC 381		
Upper-Division Music Elective(s)		2
<b>Total Units</b>		<b>6</b>

<sup>1</sup> Juniors perform a Junior Recital, a half-length solo recital, in the spring semester of their junior year as part of their enrollment in applied lessons. Seniors enrolled in MUSC 495 Senior Project perform a full-length Senior Recital in the spring semester of their final year.

## Theory Emphasis

Code	Title	Units
Select one additional upper division course in Music Theory:		3
MUSC 310	Form and Analysis	
MUSC 311	Harmony III: Post-tonal Theory	
MUSC 320	Orchestration and Arranging	
MUSC 322	Rhythm and Time	
MUSC 421	Interactive Digital Music and Arts	
MUSC 424	Art and the Soundscape	
MUSC 484	Special Topics in Music Theory and Composition	
Upper-Division Music Elective(s)		3
<b>Total Units</b>		<b>6</b>

## Composition Emphasis

Code	Title	Units
Take all of the following:		3
MUSC 411	Composition Studio 1	
MUSC 412	Composition Studio 2	
MUSC 413	Composition Studio 3	
Or substitute independent studies for each, prior to enrollment in MUSC 495 Senior Project		
Upper-Division Music Elective(s)		3
<b>Total Units</b>		<b>6</b>

## History and Culture Emphasis

Code	Title	Units
Select one additional upper-division course in Music History/Culture:		3
MUSC 333	Pro-Seminar in Musicology	
MUSC 334	Musical Iconography: Sound and Image	
MUSC 335	Music and Faith	
MUSC 340	Topics in World Music	
MUSC 341	Religion and the Performing Arts in Bali	

MUSC 440	Topics in Ethnomusicology	
MUSC 441	Bach, Beethoven, Brahms	
MUSC 444	The Bebop Era	
MUSC 483	Special Topics in Music History	
Upper-Division Music Elective(s)		3
<b>Total Units</b>		<b>6</b>

## Music Education Emphasis

The Music Education Emphasis is a 9-semester program for students interested in becoming music educators, and this emphasis includes the California State Teaching Credential. Students should declare this Emphasis within the first year of study. Students complete the Preparation for the Major courses and the courses required for the Major with Emphasis, as described above, and take a selection of additional Music and School of Leadership and Education Sciences courses.

Code	Title	Units
MUSC 200	Comprehensive Musicianship for Educators	3
MUSC 315	Introduction to Conducting	3
Methods (Instrumental) & Diction (Vocal) courses. Choose 3 from		3
MUSC 305	Brass and Strings Methods	
MUSC 306	Woodwinds and Percussion Methods	
MUSC 316	English, Italian and Latin Diction for Singers	
MUSC 317	Spanish, French and German Diction for Singers	
Three semesters of an upper-division performance ensemble, chosen from:		3
MUSC 350 - MUSC 358		
Three upper-division individual music lessons (main instrument or voice), chosen from:		3
MUSC 360 - MUSC 381		
MUSC 491	Music Advocacy and Classroom Management	3
<b>Education Courses</b>		
ENGL 377	Development of the English Language	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
EDTE 305P	Secondary Methods II: Social Science	3
EDTE 301P	Methods for Language & Literacy	3
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 310P	Educational Psychology	3
EDTE 312P	Methods for English Learners	3
EDUC 491L	Student Teaching Seminar for Single Subject Credential	0
EDTE 304P	Secondary Methods I	3
EDUC 491P	Student Teaching for the Single Subject Credential	9
<b>Total Units</b>		<b>51</b>

## Recommended Program of Study, Music (except Music Education Emphasis)

### Freshman Year

Semester I		Units
MUSC 120	Fundamentals of Music Theory	3
or 121	Making Music - Integrating Theory and Practice	
100-level History/Culture		3
1 Ensemble		1
1 Individual Lesson		1
CC or electives		6-9

### Semester II

MUSC 210	Aural Skills I	1
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MUSC 220	Harmony I	3	1 Ensemble	1	
100-level History/Culture		3	1 Individual Lesson	1	
1 Ensemble		1	CC or electives	6	
1 Individual Lesson		1	Semester II		
CC or electives		6-9	MUSC 140	Music in World Cultures	3
Sophomore Year			MUSC 210	Aural Skills I	1
Semester I			MUSC 220	Harmony I	3
MUSC 211	Aural Skills II	1	1 Ensemble		1
MUSC 221	Harmony II	3	1 Individual Lesson		1
300-level History/Culture		3	CC or electives		6-9
1 Ensemble		1	Second Year		
1 Individual Lesson		1	Semester I		
CC or electives		6-9	MUSC 211	Aural Skills II	1
Semester II			MUSC 221	Harmony II	3
MUSC 205	Class Piano II	1	300-level History/Culture (MUSC 330, 331, 332)		3
Upper Division Theory/Composition		3	Education Course (ENGL 377, EDTE 300P, 301P, 304P, 311P)		3
300-level History/Culture		3	1 Ensemble		1
1 Ensemble		1	1 Individual Lesson		1
1 Individual Lesson		1	CC or electives		6
CC or electives		6-9	Semester II		
Junior Year			MUSC 200	Comprehensive Musicianship for Educators	3
Semester I			MUSC 205	Class Piano II	1
Upper Division Theory/Composition		3	300-level History/Culture (MUSC 330, 331, 332)		3
Upper Division History/Culture		3	Upper Division Music Theory (MUSC 310, 320, 322, 421, 424, 484)		3
1 Ensemble		1	Education Course (ENGL 377, EDTE 300P, 301P, 305P, 310P, 311P, 312P)		3
1 Individual Lesson		1	1 Ensemble		1
CC or electives		6-9	1 Individual Lesson		1
Semester II			CC or electives		3
Upper Division History/Culture		3	Junior Year		
MUSC 420	Digital Audio Composition	3	Semester I		
1 Ensemble		1	Methods/Diction (MUSC 305-306, 316-317)		1
1 Individual Lesson		1	Upper Division Music Theory (MUSC 310, 320, 322, 421, 424, 484)		3
Electives		6-9	Education Course (ENGL 377, EDTE 300P, 301P, 305P, 310P, 311P, 312P)		6
Senior Year			1 Ensemble		1
Semester I			1 Individual Lesson		1
Upper Division Music or Independent Study		3	CC or electives		6
1 Ensemble		1	Semester II		
1 Individual Lesson		1	MUSC 336	Music Therapy (OR MUSC 420)	3
Electives		9-12	MUSC 491	Music Advocacy and Classroom Management	3
Semester II			Methods/Diction (MUSC 305-306, 316-317)		1
MUSC 495	Senior Project	1	Education Course (ENGL 377, EDTE 300P, 301P, 305P, 310P, 311P, 312P)		3
1 Ensemble		1	1 Ensemble		1
1 Individual Lesson		1	1 Individual Lesson		1
Electives		9-12	CC or electives		6
Recommended Program of Study, Music Education Emphasis			Senior Year		
First Year			Semester I		
MUSC 120	Fundamentals of Music Theory	3	MUSC 315	Introduction to Conducting	3
100-level History/Culture		3	MUSC 420	Digital Audio Composition (OR MUSC 336)	3
MUSC 105	Class Piano I	1	Methods/Diction (MUSC 305-306, 316-317)		



Education Course (ENGL 377, EDTE 300P, 301P, 305P, 310P, 311P, 312P)	3
1 Ensemble	1
1 Individual Lesson	1
CC or electives	6
<b>Semester II</b>	
Methods/Diction (MUSC 305-306, 316-317)	1
Upper Division History/Culture (MUSC 340, 440, 444D)	3
Education Course (ENGL 377, EDTE 300P, 301P, 305P, 310P, 311P, 312P)	3
1 Ensemble	1
1 Individual Lesson	1
CC or electives	6
<b>Senior Year 2</b>	
<b>Semester I</b>	
EDUC 491P                      Student Teaching for the Single Subject Credential	9
EDUC 491S                      Student Teaching Seminar for the Single Subject Credential	3
MUSC 495                      Senior Project	1

## The Music Minor

Students may choose the Comprehensive Minor for a balanced experience in the fundamentals of music, or a more flexible General Minor that is comprised largely of electives.

### The Comprehensive Music Minor

Take 26 units in Music including the following courses:

Code	Title	Units
<b>Theory/Composition</b>		
MUSC 120	Fundamentals of Music Theory	3
or MUSC 121	Making Music - Integrating Theory and Practice	
MUSC 205	Class Piano II	1
MUSC 210	Aural Skills I	1
MUSC 211	Aural Skills II	1
MUSC 220	Harmony I	3
MUSC 221	Harmony II	3
<b>History/Culture</b>		
MUSC 140	Music in World Cultures	3
Select one course from the following:		3
MUSC 101	American Music	
MUSC 102	Jazz	
MUSC 103	Music for the Stage	
MUSC 106	We Shall Overcome: Singing for Justice, Freedom and Peace	
MUSC 109	Introduction to Sonic Arts	
MUSC 130	Music in Society	
Select one course from the following:		3
MUSC 300	Career Design in Music	
MUSC 310	Form and Analysis	
MUSC 311	Harmony III: Post-tonal Theory	
MUSC 315	Introduction to Conducting	
MUSC 320	Orchestration and Arranging	

MUSC 322	Rhythm and Time
MUSC 330	Music History I: Antiquity-1600 (Eurpidies-Monteverdi)
MUSC 331	Music History II: 1600-1830 (Monteverdi-Beethoven)
MUSC 332	Music History III: 1830-Present (Schubert to Philip Glass)
MUSC 333	Pro-Seminar in Musicology
MUSC 334	Musical Iconography: Sound and Image
MUSC 335	Music and Faith
MUSC 336	Music Therapy
MUSC 340	Topics in World Music
MUSC 341	Religion and the Performing Arts in Bali
MUSC 415	The Art of Teaching Choral Ensembles
MUSC 420	Digital Audio Composition
MUSC 421	Interactive Digital Music and Arts
MUSC 424	Art and the Soundscape
MUSC 440	Topics in Ethnomusicology
MUSC 441	Bach, Beethoven, Brahms
MUSC 444	The Bebop Era
MUSC 483	Special Topics in Music History
MUSC 484	Special Topics in Music Theory and Composition
MUSC 491	Music Advocacy and Classroom Management
MUSC 492	Special Topics in Music Theory/Composition
MUSC 494	Special Topics in Music

### Performance

Two semesters of a performance ensemble, to be chosen from the following:	2
MUSC 150                      Chamber Music Ensembles	
or MUSC 350 Chamber Music Ensembles	
MUSC 151                      USD Strings	
or MUSC 351 USD Strings	
MUSC 153                      Concert Choir	
or MUSC 353 Concert Choir	
MUSC 154                      Opera Workshop	
or MUSC 354 Opera Workshop	
MUSC 155                      Jazz Ensemble	
or MUSC 355 Jazz Ensemble	
MUSC 156                      Band	
or MUSC 356 Band	
MUSC 157                      Gamelan Ensemble	
or MUSC 357 Gamelan Ensemble	
MUSC 158                      Mariachi Ensemble	
or MUSC 358 Mariachi Ensemble	

Three additional upper-division units in Music 3

**Total Units** **26**

### The General Music Minor

Take 26 units in Music including the following courses:

Code	Title	Units
<b>Theory/Composition</b>		
MUSC 120	Fundamentals of Music Theory	3
or MUSC 121	Making Music - Integrating Theory and Practice	
<b>History/Culture</b>		
MUSC 140	Music in World Cultures	3

Select one course from the following:

3

MUSC 101	American Music
MUSC 102	Jazz
MUSC 103	Music for the Stage
MUSC 106	We Shall Overcome: Singing for Justice, Freedom and Peace
MUSC 109	Introduction to Sonic Arts
MUSC 130	Music in Society

**Performance:**

Two semesters of a performance ensemble, to be chosen from the following:

2

MUSC 150	Chamber Music Ensembles or MUSC 350 Chamber Music Ensembles
MUSC 151	USD Strings or MUSC 351 USD Strings
MUSC 153	Concert Choir or MUSC 353 Concert Choir
MUSC 154	Opera Workshop or MUSC 354 Opera Workshop
MUSC 155	Jazz Ensemble or MUSC 355 Jazz Ensemble
MUSC 156	Band or MUSC 356 Band
MUSC 157	Gamelan Ensemble or MUSC 357 Gamelan Ensemble
MUSC 158	Mariachi Ensemble or MUSC 358 Mariachi Ensemble

One upper division course in Theory/Composition or History/Culture

3

**Theory/Composition**

MUSC 310	Form and Analysis
MUSC 311	Harmony III: Post-tonal Theory
MUSC 320	Orchestration and Arranging
MUSC 322	Rhythm and Time
MUSC 421	Interactive Digital Music and Arts
MUSC 424	Art and the Soundscape
MUSC 484	Special Topics in Music Theory and Composition

**History/Culture**

MUSC 333	Pro-Seminar in Musicology
MUSC 334	Musical Iconography: Sound and Image
MUSC 335	Music and Faith
MUSC 340	Topics in World Music
MUSC 440	Topics in Ethnomusicology
MUSC 441	Bach, Beethoven, Brahms
MUSC 444	The Bebop Era
MUSC 483	Special Topics in Music History

12 additional units in Music, 3 of which must be upper-division

12

**Total Units****26****MUSC 101 | AMERICAN MUSIC****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area, Domestic Diversity level 1**

This course will examine both the nature and history of music in America from its roots to current day. The content of this course is divided into three broad streams of music: folk and ethnic, popular, and classical. We will explore the interconnectedness of these musical styles and traditions as well as their distinctive differences. We will also examine the musical origins and early influences from the traditions of the English-Celtic, African-American, Native American, and Latino. The diverse traditional musics brought to America by French, Scandinavian, Arab and Asian settlers and immigrants will also be explored. Inquiry into the lives of the remarkably innovative musicians will reveal how their music and artistic practices both reflected and shaped their culture. Understanding the racial and gender discrimination in America is an integral part of this study. Throughout this course, students will develop their own understanding of the geographical, socio-political and religious connections linked to American music and its musicians. Once we grasp the diversity of music in America, we can then ask ourselves, What is American music? What makes it American? What do we learn about a culture, or society, by examining their music? In what ways in music constantly changing? Critical listening skills are a necessary part of the learning process. No previous musical training is required. This course satisfies the EARI and FDDI requirements.

**MUSC 102 | JAZZ****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area, Domestic Diversity level 1****Non-Core Attributes: Undergraduate Research**

This course examines the nature and history of jazz in America, from its roots to current day. In contrast to studies of Western European music, this course traces its history primarily through the individual artists; the performers are the creators of jazz. Along with the geographical, socio-political and religious contexts, American jazz is virtually inseparable from the study of racial discrimination. Racism toward Black Americans is a common theme for discussion. No previous musical study is required.

**MUSC 103 | MUSIC FOR THE STAGE****Units: 3****Core Attributes: Artistic Inquiry area**

A survey course that examines the history and masterworks of music-theater, beginning with the birth of opera but concentrating on the role of music-theater in the United States. The course includes discussion of important aesthetic, social, and musical developments that shaped music-theater in the last 500 years, while examining the ever-changing balance in the importance of text, music, and spectacle. Reading, writing, listening, and concert attendance required. This course fulfills the core curriculum requirement for Fine Arts.

**MUSC 105 | CLASS PIANO I****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Designed for students with no prior keyboard training. Study of notation, keys, scales, chords, and elementary piano repertoire. Class sessions will include ensemble playing, sight reading, melodic harmonization, improvisation and individual coaching on theory, technique and repertoire. Students will be expected to practice five days a week in order to be prepared for each class session. May be repeated for credit up to 2 units.

**MUSC 106 | WE SHALL OVERCOME: SINGING FOR JUSTICE, FREEDOM AND PEACE****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area, Global Diversity level 1**

This course examines the complex relationship between song and social dissent. We will explore the use of popular, traditional, and art musics by activists and social change-makers, drawing on a range of global group singing traditions. In doing so, we will seek to understand how and why group singing can be effective in mobilizing social movements, and how it might be able to advance causes of social justice in our communities today. This course bridges two sub-disciplines of music, ethnomusicology and performance; in addition to seminar-style exploration of history and culture, a significant portion of the course will include group singing, culminating in a end-of-semester song festival led by the members of the course.

**MUSC 107 | CLASS VOICE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Voice study in a classroom environment for all levels of singers. Students will be introduced to the elements of classical vocal technique, which they will apply in the performance of classical and musical theater repertoire. Fee required to pay for accompanist. May be repeated for credit up to two units.

**MUSC 108 | CLASS GUITAR****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Guitar study in a classroom environment for beginners. Basics of traditional notation, chordal accompaniment, and development of right and left hand techniques. Emphasis on how the guitar is used in a variety of styles including classical, flamenco, blues, and jazz. Students must have their own instrument. May be repeated for credit up to two units.

**MUSC 109 | INTRODUCTION TO SONIC ARTS****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

A survey of the natural, cultural, historical, and artistic experience of sound with an emphasis on the use of sound in artistic and critical engagements with the world. Topics include: acoustic ecology, philosophy of music, musical instrument technology; scientific and mathematical application of sound; radical challenges to musical traditions in the 20th century, including electronic, experimental, and improvised musics; installations and sound sculpture; technologies of sound reproduction; copyright and technological change; sampling; and DJ culture. Cross-listed as ARTH 109. This course fulfills a core curriculum requirement and may be taken to fulfill a major or minor requirement.

**MUSC 110 | CONCERT PRODUCTION****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Other**

Concert Production, divided into academic study and instructional, workshop, and practical sections, will introduce the vital elements of live performance production including live sound reinforcement, micing, recording techniques, stage lighting, stage management, and concert management. In addition to lighting and sound skills, students will learn how to properly prepare for a show (including appropriate dress and punctuality), manage the show during the performance, as well as how to strike the performance space after the concert. Students study the concepts and background of concert production, and then apply the skills and experience gained through co-producing official USD shows in support of the Music Department.

**MUSC 120 | FUNDAMENTALS OF MUSIC THEORY****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

Establishes a firm foundation for music theory, including Western music notation, rhythm, scales and transpositions, intervals and inversions, chords, tonal harmony, and their practical application in singing and keyboard playing. This course is a prerequisite for Harmony I (MUSC 220) and Aural Skills I (MUSC 210), fulfills a core curriculum requirement and may be taken to fulfill a major or minor requirement.

**MUSC 121 | MAKING MUSIC - INTEGRATING THEORY AND PRACTICE****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area****Non-Core Attributes: Community Engagement**

This course engages students in integrating their musical practice with basic theoretical concepts in music, helping them to be efficient in reading musical notation and learning to execute a simple piece of music within a short period of time. Topics include common Western music notation, rhythm and meter, major and minor scales, transpositions, interval and inversions, triadic and dominant 7th chords and their inversions, and common Italian terminology for music. The community-service learning component of the course provides a creative channel for the students to use their gains from the theoretical concepts in actual music making. This course welcomes all students with some musical background. It is a prerequisite for Harmony I (MUSC 220) and Aural and Keyboard Skills I (MUSC 210) for music majors and minors.

**MUSC 130 | MUSIC IN SOCIETY****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area****Non-Core Attributes: Undergraduate Research**

This course is designed to enhance one's enjoyment of music through the study of key elements that when combined, create musical style. Emphasis is placed on examining music styles and genres of the major historical periods within Western musical tradition. The works of representative artists will be studied through readings, listening assignments, and videos. One primary goal is to deepen one's awareness and understanding of the many ways human experience is reflected in music.

**MUSC 140 | MUSIC IN WORLD CULTURES****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area, Global Diversity level 1**

This course explores and compares music as an aspect of human culture focusing on selected non-Western music styles from around the world. It includes socio-musical stories of difference and the relationships of music, diversity and political oppression and resistance, and dismantles stereotypes of non-Euro-American peoples. We examine broad historical, cultural, and social contexts of music and cross-cultural understanding while highlighting music performance in contexts of power dynamics and social justice. Students study local, regional, national and global values of music; become familiar with traditional, religious, folk, art, and popular musical styles of several countries; analyze music in diverse world music contexts; contextualize music and social action; and acquire active listening skills and a mastery of music and cultural studies terms. They consider world issues of class and privilege and explore the roles of the media, politics, religion, gender, social order, and popular trends on expressive culture, and discover the interdisciplinary nature of music and the intersectionality of the arts, human agents and values, and social justice in a global context.

**MUSC 150 | CHAMBER MUSIC ENSEMBLES****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Study and public performance of chamber music, instrumental or vocal. On- and off-campus performances each semester. Audition and fee required. Must be taken concurrently with individual music lessons on enrolled instrument. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Fine Arts. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information.

**MUSC 151 | USD STRINGS****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Study and public performance of strings music. On- and off-campus performances each semester. Audition required. Must be taken concurrently with individual music lessons on enrolled instrument. May be repeated for credit without limit. [This course fulfills a core curriculum requirement.].

**MUSC 152 | CHORAL SCHOLARS****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

A highly selective vocal ensemble devoted to intensive study of choral literature from all historical periods. Students serve as ambassadors for the university; demanding performance schedule. By audition only; minor in music, voice lessons, leadership skills required. May be repeated for credit without limit. Go to [www.sandiego.edu/choralscholars](http://www.sandiego.edu/choralscholars) for complete information.

**MUSC 153 | CONCERT CHOIR****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area****Non-Core Attributes: Fine Arts-Pre F17 CORE**

A mixed choral ensemble devoted to the study and performance of choral literature from all historical periods. Audition and fee required. May be repeated for credit without limit. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information. This course fulfills one unit of the core curriculum requirement for Fine Arts.

**MUSC 154 | OPERA WORKSHOP****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Training in preparation of productions of operas and musicals; coaching, directing, staging, and lighting, culminating in full performance. May be repeated for credit without limit. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information. An audition may be required. This course fulfills one unit of the core curriculum requirement for Fine Arts.

**MUSC 155 | JAZZ ENSEMBLE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Study and public performance of jazz music, instrumental or vocal. On- and off-campus performances each semester. No audition or fee required. Individual lessons on enrolled instrument available each semester. May be repeated for credit without limit. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information. This course fulfills one unit of the core curriculum requirement for Fine Arts.

**MUSC 156 | BAND****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

This course involves study and public performance of band (Concert Band and Athletic Band-including Marching and Pep Band) music. There will be on- and off-campus performances each semester. Audition required. Must be taken concurrently with individual music lessons on enrolled instrument. This course fulfills one unit of the core curriculum requirement for Fine Arts. May be repeated for credit without limit.

**MUSC 157 | GAMELAN ENSEMBLE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area, Global Diversity level 1**

This performance course focuses on Balinese gamelan, a bronze, percussive ensemble of the peoples of Bali, Indonesia. Students acquire the technique of performance of gamelan as an exploration of communal music making and cultural values and Balinese ways-of-being in music. Students learn to embody the proper performance practice and values of gamelan playing and study the cultural contextualization of gamelan music, and they contrast these with the narratives of gamelan (and Bali) outside of Indonesia, within histories of colonization and political oppression, and within their own class standing and positions of privilege. The course introduces students to the gamelan instruments, their symbolism and values within Bali, and teaches the appropriate behavior around the instruments as embodying difference and cross-cultural respect. Students discover the interdisciplinary nature of Balinese music and the intersectionality of the arts, human agents and values in the formation of Balinese cultural values and identity. Through the acquisition of proper behavior and experience, knowledge through reflections and readings and the class, and the development of respectful attitude, students learn to express these values in performance. The course culminates in a final concert of Balinese performing arts in which all students participate. May be repeated for credit.

**MUSC 158 | MARIACHI ENSEMBLE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area, Global Diversity level 1**

This performance course focuses on the Mariachi tradition, a ensemble with deep roots in Mexico consisting primarily of vocalists, violinists, trumpeters, and a variety of guitar instruments. Students acquire the technique of Mariachi performance as an exploration of communal music making and cultural values and Mexican ways-of-being in music. Students learn to embody the proper performance practice and values of Mariachi and study its cultural contextualization, and they contrast these with the narratives of histories of colonization and political oppression, and within their own class standing and positions of privilege. The course introduces students to the Mariachi instruments, their symbolism and values within Mexico, and teaches the appropriate behavior as practitioners of the music and culture as embodying difference and cross-cultural respect. Students discover the interdisciplinary nature of Mexican music and the intersectionality of the arts (Folklorico dancers regular work with the ensemble), human agents and values in the formation of Mexican cultural values and identity. Through the acquisition of proper behavior and experience, knowledge through reflections and readings and the class, and the development of respectful attitude, students learn to express these values in performance. The course culminates in a final concert of Mariachi performing arts in which all students participate. May be repeated for credit.



**MUSC 160 | PIANO****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Students may enroll in Individual Music Lessons if they are music majors, music minors, or actively enrolled in one of our performance ensembles. Each student has to complete a graded jury at the end of each semester, and may also perform in recitals. Performance Emphasis majors perform a Junior Recital, a half-length solo recital, in the spring semester of their junior year as part of their enrollment in applied lessons, and give a full-length Senior Recital in the spring semester of their final year and should enroll concurrently in Individual Music Lessons and MUSC 495 Senior Project. Individual lessons require a fee of \$600 for lower division lessons and \$650 for upper division lessons. The fee is waived for Music Majors and students eligible under the Music Department's Free Lesson Initiative. The music program provides accompanists for juries and one rehearsal; student must pay for additional times. Vocalists must pay additional accompanist fees as per request of instructor. All Individual Music Lessons require the approval of a full-time music faculty member. 300-level Individual Music Lessons are for performance emphasis music majors and advanced performers only; instructor approval required. Audition into the performance emphasis is required. May be repeated for credit without limit.

**MUSC 161 | VOICE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 162 | STRINGS-VIOLIN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 163 | VIOLA****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 164 | VIOLONCELLO****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 165 | STRINGS-DOUBLE BASS****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 166 | WOODWINDS-FLUTE/PICCOLO****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 167 | WOODWINDS-OBOE/ENGLISH HORN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 168 | WOODWINDS-CLARINET/BASS CLARINET****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 169 | WOODWINDS-BASSOON/CONTRABASSON****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 170 | WOODWINDS-SAXOPHONE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 171 | BRASS-HORN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 172 | BRASS-TRUMPET****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 173 | BRASS-TROMBONE/TUBA****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 174 | PERCUSSION****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 175 | HARP****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 176 | EARLY MUSIC PERFORMANCE PRACTICE (WINDS)****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 177 | EARLY MUSIC PERFORMANCE PRACTICE (STRINGS)****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 178 | GUITAR****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 179 | PIPE ORGAN/HARPSICHORD****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 180 | CONDUCTING****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 181 | IMPROVISATION****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****MUSC 200 | COMPREHENSIVE MUSICIANSHIP FOR EDUCATORS****Units: 3****Non-Core Attributes: Fine Arts-Pre F17 CORE**

The purpose of the course is to provide future teachers with the knowledge, skills, and confidence to successfully teach music in the elementary classroom, for Liberal Studies Majors. The major components are music literacy through basic musical notation reading and composition, music performance skills in singing, conducting, playing keyboards, handbells, autoharps, and pedagogical considerations for teaching music to children. Classroom observations or a teaching practicum is required. No previous musical experience necessary.

**MUSC 205 | CLASS PIANO II****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Class Piano II is designed for students who have already acquired late-elementary to intermediate-level piano study. This is a course required of all music majors and minors, and is designed to prepare students for the piano proficiency exam (final exam). Functional skills in sight reading, harmonization, improvisation, and transposition will be emphasized, but there will also be projects covering solo and ensemble repertoire.

**MUSC 210 | AURAL SKILLS I****Units: 1 Repeatability: No**

Prerequisites: MUSC 120 or MUSC 121

Corequisites: MUSC 220

Practical application of Harmony I; must be taken concurrently with MUSC 220.

**MUSC 211 | AURAL SKILLS II****Units: 1 Repeatability: No**

Prerequisites: MUSC 210

Corequisites: MUSC 221

Practical application of Harmony II; must be taken concurrently with MUSC 221.

**MUSC 220 | HARMONY I****Units: 3 Repeatability: No**

Prerequisites: MUSC 120 or MUSC 121

Corequisites: MUSC 210

Elementary harmony and composition; study of figured bass, species counterpoint, cadences, modulations, basic harmonic progressions, voice-leading principles; and introduction to harmonic, linear, and formal analysis.

**MUSC 221 | HARMONY II****Units: 3 Repeatability: No**

Prerequisites: MUSC 220

Corequisites: MUSC 211

Continuation of Harmony I; study of chromatic harmony, advanced harmonic, linear, and formal analysis, composition in small forms, and introduction to 20th-century techniques.

**MUSC 294 | SPECIAL TOPICS IN MUSIC****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Selected topics in music at an introductory level.

**MUSC 300 | CAREER DESIGN IN MUSIC****Units: 3**

This course is designed to introduce the music industry and explore career options in music. Students study the history and current developments in the industry, gain professional insights and learn practical and conceptual skills through reading and writing assignments, group and individual projects and interaction with visiting arts professionals, who will discuss their own different career paths in music. We will discuss a range of tools and ideas in music and explore social media, industry standards, music work in non-profit and for-profit institutions, tour/event planning and community outreach.

**MUSC 305 | BRASS AND STRINGS METHODS****Units: 1 Repeatability: No**

The primary goal of this course is to be able to teach the brass and string instruments at the primary and secondary levels through researching, studying, and playing. While a required course in the music education (credential) major, there are no prerequisites and any student wishing to learn both how to play a new instrument and/or the pedagogy behind the instrument families will benefit. This course is open to all students and required for students following the forthcoming Music Education emphasis.

**MUSC 306 | WOODWINDS AND PERCUSSION METHODS****Units: 1 Repeatability: No**

The primary goal of this course is to be able to teach the woodwinds and percussion instruments at the primary and secondary levels through researching, studying, and playing. While a required course in the music education (credential) major, there are no prerequisites and any student wishing to learn both how to play a new instrument and/or the pedagogy behind the instrument families will benefit. This course is open to all students and required for students following the Music Education emphasis.

**MUSC 310 | FORM AND ANALYSIS****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: MUSC 221

Study of musical form in instrumental music of the Classical and early Romantic era, methods of musical analysis, and the application of analysis to performance and interpretation, including Topic Theory. Written and oral presentation of musical analysis and program notes, including effective oral delivery.

**MUSC 311 | HARMONY III: POST-TONAL THEORY****Units: 3 Repeatability: No**

Prerequisites: MUSC 221

A survey of theory suitable for the analysis of 20th and 21st century post-tonal music in the Western concert tradition, and with application to creative composition as well as the analysis of music beyond of the post-tonal tradition. The course will also include historical contextualization and opportunities for in-class performance of post-tonal repertoire and the composition of original works in a post-tonal idiom.

**MUSC 315 | INTRODUCTION TO CONDUCTING****Units: 3**

Prerequisites: MUSC 220 and MUSC 210

Good conductors combine technique, a repertoire of interpretative gestures, verbal skills...and a bit of a charisma to lead an ensemble musically. In this course, we will cultivate this special skill set with gestural practice, score study exercises and conducting laboratories. We will develop a technique to articulate an interpretive vision for a piece of music both verbally and gesturally, to set and vary tempo, as well as control and mix the sound produced by each musician in the ensemble using concise and communicative conducting gestures. Pre-requisites: MUSC 220 and MUSC 210 or Instructor's Permission.

**MUSC 316 | ENGLISH, ITALIAN AND LATIN DICTION FOR SINGERS****Units: 1 Repeatability: No**

Corequisites: MUSC 161, MUSC 361

This course presents the phonetic sounds of sung English, Italian and Latin. Students will learn the basics of singer's diction and the International Phonetic Alphabet, and demonstrate their knowledge through written examination, speaking, and singing.

**MUSC 317 | SPANISH, FRENCH AND GERMAN DICTION FOR SINGERS****Units: 1 Repeatability: No**

Corequisites: MUSC 161, MUSC 361

This course presents the phonetic sounds of sung Spanish, French and German. Students will learn the basics of singer's diction and the International Phonetic Alphabet, and demonstrate their knowledge through written examination, speaking, and singing.

**MUSC 320 | ORCHESTRATION AND ARRANGING****Units: 3 Repeatability: No**

Prerequisites: MUSC 221

Orchestration and arranging in the chamber and orchestral idioms, employing traditional and modern techniques for all instrument families in the orchestra. Preparation of score and parts to a professional level using notation software. Opportunities for in-class performance of arrangements or original compositions.

**MUSC 322 | RHYTHM AND TIME****Units: 3**

Prerequisites: MUSC 120

A survey of the theory and practice of rhythm, and the organization of musical events in time, with studies of Western classical music, modern innovations, and selected non-Western traditions. The course includes regular workshops on advanced rhythmic skills suitable for all voice types and instruments.

**MUSC 330 | MUSIC HISTORY I: ANTIQUITY-1600 (EURPIDIES-MONTEVERDI)****Units: 3**

Prerequisites: MUSC 130

A historical survey of music through the Renaissance, presented in a cultural context. We will study composers of Western music and learn how to distinguish their works according to changing style characteristics, shifting esthetic and philosophical perspectives, and changing historical circumstances. Historical study, informed listening and criticism, writing based on library research, analytical writing, live concert visits.

**MUSC 331 | MUSIC HISTORY II: 1600-1830 (MONTEVERDI-BEETHOVEN)****Units: 3**

Prerequisites: MUSC 130

A historical survey of music from the Baroque through the Viennese Classical Era, presented in a cultural context. Students will study composers of Western music and learn how to distinguish their works according to changing style characteristics, shifting esthetic and philosophical perspectives, and changing historical circumstances. Historical study, informed listening and criticism, writing based on library research, analytical writing, live concert visits.

**MUSC 332 | MUSIC HISTORY III: 1830-PRESENT (SCHUBERT TO PHILIP GLASS)****Units: 3**

Prerequisites: MUSC 130

A historical survey of music from the Romantic Era through the present, offered in a cultural context. Students will study composers of Western music and learn how to distinguish their works according to changing style characteristics, shifting esthetic and philosophical perspectives, and changing historical circumstances. Historical study, informed listening and criticism, writing based on library research, analytical writing, live concert visits.

**MUSC 333 | PRO-SEMINAR IN MUSICOLOGY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced writing competency, Artistic Inquiry area**

Changing topics, e.g. Musical Manuscripts; Bach's Cantatas; Early Music Performance Practice; Choral Music Literature; Music and Faith. May be repeated for credit when topics change.

**MUSC 334 | MUSICAL ICONOGRAPHY: SOUND AND IMAGE****Units: 3**

Musical subject matter has been depicted in visual art throughout the ages, in paintings, in sculpture, in book illuminations. This includes musical notation, musical instruments, composer portraits, images of public and domestic performances, and depictions of ritual actions with music or of spiritual life (weddings, funerals, church services, music of the spheres, the angelic consort, etc.). In this course, we will explore the nature of the music that is the subject of the artwork and will discover the appropriate musical sounds implied in the visual art. We will match each image with the historically and stylistically appropriate music, and then explore the hidden sound behind the canvas. Examples will be taken from all historical periods, from Classical Antiquity through Modernity in Art and Music.

**MUSC 335 | MUSIC AND FAITH****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Artistic Inquiry area**

An integrative advanced writing course on music engendered by faith.

Liturgical and extra-

liturgical sacred compositions from the Middle Ages through the Present are examined from an interdisciplinary perspective. May cover sacred music by Palestrina, Josquin, Bach, Mozart, Beethoven, Brahms, Berlioz, Faure, Schoenberg, Stravinsky, and Arvo Part, among others.

**MUSC 336 | MUSIC THERAPY****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

This course offers an overview of Music Therapy in Theory and Practice. It traces the historical connections between music and healing, and introduces the modern field of music therapy as practiced in the United States and in Europe. Organized in three parts, the course surveys the various forms that music therapy takes today, defines the diverse clinical populations served by music therapists, and explores professional issues such as the education and training of music therapists, as well as employment options.

**MUSC 340 | TOPICS IN WORLD MUSIC****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

This course explores the relationships between music and culture in a global context, surveying the musical application of topics such as cultural identity, nationalism, politics, religion, aesthetics, border crossings, gender, race, economics, copyright law, cultural appropriation, and technology. Case studies from around the world are examined in depth through readings, listenings, and live performances.

**MUSC 341 | RELIGION AND THE PERFORMING ARTS IN BALI****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area, Global Diversity level 1**

This course will integrate the perspectives of religious studies, music, and ethnomusicology in exploring the faith and practices of Balinese Hindus and examining the complex integration of music, dance, drama, and other arts in their vibrant ritual life. Emphasis will be placed on indigenous, colonial, and neocolonial expressions of cultural, social, and economic power and privilege on the island. Offered as a study abroad course in Bali, Indonesia, in tandem with THRS 326.

**MUSC 350 | CHAMBER MUSIC ENSEMBLES****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Study and public performance of chamber music, instrumental or vocal. On- and off-campus performances each semester. Audition and fee required. Must be taken concurrently with individual music lessons on enrolled instrument. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information.

**MUSC 351 | USD STRINGS****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Study and public performance of strings music. On- and off-campus performances each semester. Audition required. Must be taken concurrently with individual music lessons on enrolled instrument. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors.

**MUSC 352 | CHORAL SCHOLARS****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

A highly selective vocal ensemble devoted to intensive study of choral literature from all historical periods. Students serve as ambassadors for the university; demanding performance schedule. By audition only; minor in music, voice lessons, leadership skills required. May be repeated for credit without limit. Ensembles may be taken for upper-division credit by juniors and seniors. Go to [www.sandiego.edu/choralscholars](http://www.sandiego.edu/choralscholars) for complete information.

**MUSC 353 | CONCERT CHOIR****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

A mixed choral ensemble devoted to the study and performance of choral literature from all historical periods. Audition and fee required. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information.

**MUSC 354 | OPERA WORKSHOP****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Training in preparation of productions of operas and musicals; coaching, directing, staging, and lighting, culminating in full performance. May be repeated for credit without limit. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information. An audition may be required. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors.

**MUSC 355 | JAZZ ENSEMBLE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Study and public performance of jazz music, instrumental or vocal. On- and off-campus performances each semester. No audition or fee required. Individual lessons on enrolled instrument available each semester. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information.

**MUSC 356 | BAND****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

This course involves study and public performance of band (Concert Band and Athletic Band-including Marching and Pep Band) music. There will be on- and off-campus performances each semester. Audition required. Must be taken concurrently with individual music lessons on enrolled instrument. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors. May be repeated for credit without limit.

**MUSC 357 | GAMELAN ENSEMBLE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area, Global Diversity level 1**

This performance course focuses on Balinese gamelan, a bronze, percussive ensemble of the peoples of Bali, Indonesia. Students acquire the technique of performance of gamelan as an exploration of communal music making and cultural values and Balinese ways-of-being in music. Students learn to embody the proper performance practice and values of gamelan playing and study the cultural contextualization of gamelan music, and they contrast these with the narratives of gamelan (and Bali) outside of Indonesia, within histories of colonization and political oppression, and within their own class standing and positions of privilege. The course introduces students to the gamelan instruments, their symbolism and values within Bali, and teaches the appropriate behavior around the instruments as embodying difference and cross-cultural respect. Students discover the interdisciplinary nature of Balinese music and the intersectionality of the arts, human agents and values in the formation of Balinese cultural values and identity. Through the acquisition of proper behavior and experience, knowledge through reflections and readings and the class, and the development of respectful attitude, students learn to express these values in performance. The course culminates in a final concert of Balinese performing arts in which all students participate. May be repeated for credit.

**MUSC 358 | MARIACHI ENSEMBLE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area, Global Diversity level 1**

This performance course focuses on the Mariachi tradition, a ensemble with deep roots in Mexico consisting primarily of vocalists, violinists, trumpeters, and a variety of guitar instruments. Students acquire the technique of Mariachi performance as an exploration of communal music making and cultural values and Mexican ways-of-being in music. Students learn to embody the proper performance practice and values of Mariachi and study its cultural contextualization, and they contrast these with the narratives of histories of colonization and political oppression, and within their own class standing and positions of privilege. The course introduces students to the Mariachi instruments, their symbolism and values within Mexico, and teaches the appropriate behavior as practitioners of the music and culture as embodying difference and cross-cultural respect. Students discover the interdisciplinary nature of Mexican music and the intersectionality of the arts (Folklorico dancers regular work with the ensemble), human agents and values in the formation of Mexican cultural values and identity. Through the acquisition of proper behavior and experience, knowledge through reflections and readings and the class, and the development of respectful attitude, students learn to express these values in performance. The course culminates in a final concert of Mariachi performing arts in which all students participate. Ensembles may be taken for upper-division credit by juniors and seniors. May be repeated for credit.

**MUSC 360 | PIANO****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Students may enroll in Individual Music Lessons if they are music majors, music minors, or actively enrolled in one of our performance ensembles. Each student has to complete a graded jury at the end of each semester, and may also perform in recitals. Performance Emphasis majors perform a Junior Recital, a half-length solo recital, in the spring semester of their junior year as part of their enrollment in applied lessons, and give a full-length Senior Recital in the spring semester of their final year and should enroll concurrently in Individual Music Lessons and MUSC 495 Senior Project. Individual lessons require a fee of \$600 for lower division lessons and \$650 for upper division lessons. The fee is waived for Music Majors and students eligible under the Music Department's Free Lesson Initiative. The music program provides accompanists for juries and one rehearsal; student must pay for additional times. Vocalists must pay additional accompanist fees as per request of instructor. All Individual Music Lessons require the approval of a full-time music faculty member. 300-level Individual Music Lessons are for performance emphasis music majors and advanced performers only; instructor approval required. Audition into the performance emphasis is required. May be repeated for credit without limit.

**MUSC 361 | VOICE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 362 | STRING-VIOLIN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 363 | STRINGS-VIOLA****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 364 | STRINGS-VIOLONCELLO****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 365 | STRINGS-DOUBLE BASS****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 366 | WOODWINDS-FLUTE/PICCOLO****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 367 | WOODWINDS-OBOE/ENGLISH HORN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 368 | WOODWINDS-CLARINET/BASS CLARINET****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 369 | WOODWINDS-BASSOON/CONTRABASSOON****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 370 | WOODWINDS-SAXOPHONE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 371 | BRASS-HORN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 372 | BRASS-TRUMPET****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 373 | BRASS-TROMBONE/TUBA****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 374 | PERCUSSION****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 375 | HARP****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 376 | EARLY MUSIC PERFORMANCE PRACTICE (WINDS)****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 377 | EARLY MUSIC PERFORMANCE PRACTICE (STRINGS)****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 378 | GUITAR****Units: 1 Repeatability: Yes (Can be repeated for Credit)**



**MUSC 379 | PIPE ORGAN/HARPSICHORD****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 380 | CONDUCTING****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****MUSC 381 | IMPROVISATION****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 411 | COMPOSITION STUDIO 1****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MUSC 210 and MUSC 220

Individual free composition. Weekly meetings of Studio for presentation and critique of work-in-progress, collaborative performances of drafts, and planning and preparation for annual Student Composers Concert. Study of manuscript and computer notation, professional score and part preparation, selected topics in contemporary music and composition. Offered every Fall. May be repeated for credit. Enrollment required in junior year for composition emphasis majors.

**MUSC 412 | COMPOSITION STUDIO 2****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MUSC 211 and MUSC 221

Individual free composition, continues MUSC 411. Collaborate in production of Student Composers Concert. Presentation of Senior Project proposal. Offered every Spring. May be repeated for credit. Enrollment required in junior year for composition emphasis majors.

**MUSC 413 | COMPOSITION STUDIO 3****Units: 1**

Prerequisites: MUSC 310 and MUSC 412

Individual free composition, continues MUSC 412. Composition work centers on Senior Project. Offered every Fall.

**MUSC 415 | THE ART OF TEACHING CHORAL ENSEMBLES****Units: 3 Repeatability: No**

Prerequisites: MUSC 152 (Can be taken Concurrently) or MUSC 153 (Can be taken Concurrently) or MUSC 352 (Can be taken Concurrently) or MUSC 353 (Can be taken Concurrently)

This course is designed to help pre-professional music educators gain tools for teaching secondary choral music in the public schools. Topics to be explored will include choral literature appropriate for a variety of levels and learning styles, concert programming, group vocal technique, methodology involving sight-reading and strengthening musicianship, rehearsal techniques, and issues pertaining to the development of a choral ensemble.

**MUSC 420 | DIGITAL AUDIO COMPOSITION****Units: 3**

Prerequisites: MUSC 109 or ARTH 109

Analysis of historical and contemporary experimental music and sound provides the foundation for structured and creative composition using digitized sound. Includes an introduction to sampling, recording techniques, digital audio editing, effects processing, and mixing using Digital Performer and related software. Workshop format includes critique of work-in-progress and opportunities for public performance. Cross-listed as ARTV 420.

**MUSC 421 | INTERACTIVE DIGITAL MUSIC AND ARTS****Units: 3**

Prerequisites: MUSC 420 or ARTV 420

A workshop on the creation of interactive digital works of sound art or music using state-of-the-art hardware and software, focusing on Max/MSP/Jitter. Includes the study of theoretical, aesthetic, philosophical and historical background in computer-human interaction and the arts, basic tenets of programming, and practical exercises in programming interactive computer multimedia art. Cross-listed as ARTV 421.

**MUSC 424 | ART AND THE SOUNDSCAPE****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: MUSC 109 or ARTH 109

Artistic and scholarly investigation into the soundscape — the totality of the sonic environment invested with significance by human imagination. Creative work in media of the students choice, including new and cross-disciplinary media such as sound art, installation art, electronic music, phonography, instrument construction and the internet. Critical writing about creative work and its social and historical situation. Cross listed as ARTV 424.

**MUSC 440 | TOPICS IN ETHNOMUSICOLOGY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced writing competency, Advanced Integration, Global Diversity level 2**

This integrative writing course connects music studies, culture studies, and anthropology and explores and applies current issues within the field of Ethnomusicology. Students read and discuss scholarly ethnographies and acquire a foundation on music and globalization, race and ethnicity, gender and sexuality, transnationalism, political culture and resistance and violence, local/global tensions, mass mediated and on-the-ground movements, historic issues/colonization and postcolonialism. Students learn tools and techniques that inform ethnographic field research, apply this knowledge “in the field,” participate in and lead class discussions, master pertinent materials and ideas, and complete an original research project. Students also critically reflect on how they have experienced privilege and oppression in socio-musical encounter and taste.

**MUSC 441 | BACH, BEETHOVEN, BRAHMS****Units: 3 Repeatability: No**

Three major composers of far-reaching influence. We will study their contributions to solo, chamber, orchestral and vocal genres, and consider their secular music for entertainment at court and in the concert hall, their sacred music for worship and private edification, and their music for the theater stage. Focus will be on musical style characteristics, esthetic principles, philosophical perspectives, and historical circumstances. Historical study, informed listening and criticism, writing based on library research, analytical writing are central aspects of the course. Must have completed two of the following: MUSC 330, MUSC 331, MUSC 332.

**MUSC 444 | THE BEBOP ERA****Units: 3 Repeatability: No**

This course is designed to study the musical and social history of the bebop era. The focus will be on examining how the inherent qualities of the music itself (an unprecedented creative freedom expressed through virtuosic improvisations and a newly complex harmonic language) are a direct result of the basic human rights and privileges that these artists were denied due to color and/or gender. In other words, the bebop era represents both a stylistic evolution and a social revolution. The musical pioneers such as Charlie Parker, Dizzy Gillespie, and Thelonious Monk will be thoroughly studied. Additional topics: why bebop music was always considered outside the mainstream of popular music; why commercialism was considered a corrupting influence on the artist; how bebop influenced jazz in the '50s and '60s. Live performances. This course fulfills the diversity experience requirement. No previous musical training necessary.

**MUSC 483 | SPECIAL TOPICS IN MUSIC HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Changing inter-disciplinary topics, e.g. Women in Music; Music and Politics; Music and Poetry; Music Therapy; may be repeated for credit when topics change. Fulfills an upper division elective requirement in the history/culture area.

**MUSC 484 | SPECIAL TOPICS IN MUSIC THEORY AND COMPOSITION****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

An examination of selected topics in depth, with extensive analytical or creative opportunities. #Previous courses have included Post-Tonal Music, Rhythm and Time. May be repeated for credit when topic changes. Prerequisites may apply.

**MUSC 491 | MUSIC ADVOCACY AND CLASSROOM MANAGEMENT****Units: 3 Repeatability: No**

This course will address the non-musical components of the complete music educator and will help prepare any student to develop management and advocacy skills. Under the primary topics of organization and communication, specific secondary topics integral to the non-musical repertoire of an educator include budgets, recruitment (including in lower socio-economic districts), different levels of and strategies for communication, ethics, community development, and tools to avoid burnout. Though available to all USD students, the course is required for the Music Education Emphasis and the culmination of the course is a job-ready pre-professional educator, assessed by a well-branded website, resume, and mock interview. Technology will also be a common strand throughout the course, used to maximize many facets of management, community outreach and advocacy.

**MUSC 492 | SPECIAL TOPICS IN MUSIC THEORY/COMPOSITION****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Selected topics in music performance, career development, education, and other areas. May be repeated for credit when topic changes. Prerequisites may apply.

**MUSC 494 | SPECIAL TOPICS IN MUSIC****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Selected topics in music performance, career development, education, and other areas. May be repeated for credit when topic changes. Prerequisites may apply.

**MUSC 495 | SENIOR PROJECT****Units: 1****Core Attributes: Advanced Integration**

Public presentation during the senior year of a solo recital, the performance of a substantial original composition, a written research project or analytical study, under the direction of a faculty supervisor. For Music majors only, according to area of emphasis. General music majors may design a senior project or conduct service learning in consultation with faculty advisor. This course should be taken in the final semester of the degree program.

**MUSC 498 | MUSIC INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Practical experience in music management through service to a university or community performance organization. May be repeated for credit.

**MUSC 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual work in theory, composition, musicology, or liturgical music with the approval of the music faculty. For Music majors only.

## Performing Arts Entrepreneurship

*Program Director*  
*Affiliated Faculty*

Amit Kakkad, PhD, Operations Management

Priya Kannan-Narasimhan, PhD, Management

Jeffrey Malecki, DMA, Music

The Minor in Performing Arts Entrepreneurship is designed to introduce students to a variety of arts (histories, styles, values, practices, applications), both domestic and worldwide, and to synthesize business knowledge and experience that frame the arts into both a field of study and a potential career trajectory. The minor is an interdisciplinary collaboration that combines coursework in Arts (Theatre, Music) and Business (Accounting, Information Management, Marketing, Management).

Performing Arts Entrepreneurship is a fast-growing field, fostered partially by the decentralizing of major arts companies (for example, record labels) and the advent of increased nonprofit enterprises and the Do-It-Yourself movement among artists and arts entrepreneurs. Performing arts entrepreneurs are seen as innovators and designers of new ideas and creativity in arts processes, working with for-profit or nonprofit organizations, or developing their own “companies of one.” Participating students will learn to envision possible careers and future opportunities within the arts. This program is designed to facilitate that vision as students develop creativity, portfolios and online profiles, learn how to market their talents, and acquire skills of budgeting and finance, leadership, team-building and management.

### 1st Pathway - Students with School of Business Major

Code	Title	Units
Required Courses (9 units)		
THEA 380 or THEA 475C	Theatre of Diversity Theatre and Community	3
MGMT 304	Entrepreneurship and New Ventures	3
MUSC 300	Career Design in Music	3
Elective Courses (9 units; at least 1 course must be upper-division)		9
MUSC 101	American Music	
MUSC 102	Jazz	
MUSC 109	Introduction to Sonic Arts	
MUSC 140	Music in World Cultures	
MUSC 333	Pro-Seminar in Musicology	
MUSC 340	Topics in World Music	
MUSC 420	Digital Audio Composition	
MUSC 440	Topics in Ethnomusicology	
THEA 111	Theatre and Society	
THEA 370	Performance Studies	
<b>Total Units</b>		<b>18</b>

### 2nd Pathway - Students majoring in Theatre or Music

Code	Title	Units
Required Courses (18 Units)		
ACCT 201	Principles of Financial Accounting	3
ITMG 100	Information Systems	3
MUSC 300	Career Design in Music	3
MKTG 300	Fundamentals of Marketing	3
MGMT 304	Entrepreneurship and New Ventures	3
THEA 380 or THEA 475C	Theatre of Diversity Theatre and Community	3
<b>Total Units</b>		<b>18</b>

## 3rd Pathway - Students majoring in non-performing arts in the College of Arts and Sciences, or School of Engineering

Code	Title	Units
Required Courses (12 Units)		
MUSC 300	Career Design in Music	3
MKTG 300	Fundamentals of Marketing	3
MGMT 304	Entrepreneurship and New Ventures	3
THEA 380	Theatre of Diversity	3
or THEA 475C	Theatre and Community	
Elective Courses (3 units)		3
ITMG 100	Information Systems	
ACCT 201	Principles of Financial Accounting	
Elective Courses (9 units, at least 1 course must be upper-division)		9
MUSC 101	American Music	
MUSC 102	Jazz	
MUSC 106	We Shall Overcome: Singing for Justice, Freedom and Peace	
MUSC 109	Introduction to Sonic Arts	
MUSC 140	Music in World Cultures	
MUSC 333	Pro-Seminar in Musicology	
MUSC 340	Topics in World Music	
MUSC 420	Digital Audio Composition	
MUSC 440	Topics in Ethnomusicology	
THEA 111	Theatre and Society	
THEA 370	Performance Studies	
<b>Total Units</b>		<b>24</b>

## Philosophy

### Chair

Mark Woods, PhD

### Faculty

H.E. Baber, PhD

Corey Barnes, PhD

Brian Clack, PhD

Jack S. Crumley II, PhD

Ryan Doody, PhD

Michelle Gilmore Grier, PhD

Marilynn Johnson, PhD

Gary E. Jones, PhD, JD, MPH

Michael Kelly, PhD

Turner Nevitt, PhD

Rodney G. Pepper, PhD

Ann L. Pirruccello, PhD

Nicholas Riggle, PhD

Steve Tammelleo, PhD

Matt Zwolinski, PhD

The question, “What is Philosophy?” is itself a central inquiry in the study of philosophy. Some view philosophy as an analytical study of concepts, others view it more etymologically as a search for wisdom, and others view it as speculation upon the principles governing human nature and destiny. Philosophy thus includes the study of logical thinking, the practice of rational investigation and understanding, the utilization of holistic imagination, and the application of practical wisdom. In short, philosophy is essentially a rational, synoptic, and practical discipline.

The philosophy department at USD is pluralistic, covering all significant historical periods and most major philosophical methods. The USD philosophy department has a deep and special concern for the study of ethics, values, and the moral life. Additionally, philosophy students at USD can expect to be exposed to perennial epistemological, metaphysical, and theological issues and theories in philosophy — both as these are discussed in the classical texts of great philosophers and also in their contemporary treatment.

## Career Opportunities and Advising

The intellectual enthusiasm that philosophy inspires in its students makes graduate work in philosophy, perhaps followed by teaching, a natural aspiration for many philosophy majors. Accordingly, providing a solid preparation for graduate-level work in philosophy, or in another humanities or related discipline, is one goal of the philosophy department. At the same time, most of the skills which philosophy teaches are highly transferable to work or study in other fields. The study of philosophy stresses skills in critical reasoning, including the ability to extract arguments from difficult material, to analyze a position from multiple points of view, and to exercise creativity and sound judgment in problem solving. Philosophy majors are trained to be excellent communicators, and to be able to express themselves in a clear, compelling way, both in speech and in writing. Philosophers are trained to research problems thoroughly — to learn how to ask the right questions and to develop standards to answer them. These are basic skills, which will serve you well in any endeavor you choose to pursue. It is not surprising, then, that philosophy majors have gone on to successful careers in business, medicine, government, computers, and the arts. Furthermore, philosophy majors consistently score among the very highest levels on such standardized tests as the GRE, the GMAT, and the LSAT. Perhaps most important, though, is the personal satisfaction students find that study of philosophy can lend to their life. In this respect, it is well to recall the Socratic adage, which inspires all of philosophy, that the unexamined life is not worth living. Students considering a major or minor in philosophy may discuss their program and interests with any member of the philosophy department, or contact the department office for the designated philosophy advisor(s).

Note: Majors are encouraged to complete their lower-division history of philosophy requirements as soon as possible after declaring their major.

## A Special Note for Students Interested in Law

Students considering a career in law should give extra consideration to philosophy as a possible field of study. Legal studies is a fundamental, perennial area of inquiry and study in philosophy; and several members of the USD philosophy department — some of whom hold joint degrees in philosophy (PhD) and law (JD) — include aspects of legal studies among their areas of expertise. Moreover, philosophy majors' scores on the LSAT are consistently among the highest of any of the most popular pre-law majors. Philosophy faculty regularly offer courses in political philosophy, philosophy of law, legal reasoning, legal ethics, and

other courses bearing upon socio-political and legal theory and practices. These courses, when taken together with the major's particular requirements in logic and other areas of philosophy, provide a rigorous program of legal studies in philosophy for our students. No particular courses are designated as requirements for a minor in philosophy (see minor requirements). However, philosophy minors interested in legal studies, whether in its own right or in connection with a pre-law aspiration, might consider PHIL 333, PHIL 460, an either PHIL 461 or PHIL 462 when completing the nine upper-division Units required for the minor. Majors or minors interested in legal studies offerings in philosophy are encouraged to contact members of the faculty for additional advising. Most students will satisfy the philosophy (not logic or ethics) requirement by taking a 100-level course (excluding PHIL 101 and PHIL 102), but some will satisfy it by taking a 400-level course.

## The Philosophy Major

### Preparation for the Major

Code	Title	Units
<b>Lower-Division</b>		
Select one of the following:		3
PHIL 101	Introduction to Logic	
PHIL 102	Logic	
Select one of the following:		3
PHIL 110	Introduction to Philosophy	
PHIL 111	Philosophy of Human Nature	
PHIL 112	Philosophy and Literature	
PHIL 115	Faith and Reason	
PHIL 116	Morality and Justice	
PHIL 118	Philosophy Through Food	
PHIL 175	Asian Philosophy	
<b>History of Philosophy</b>		6
PHIL 270	History of Ancient Philosophy	
PHIL 272	History of Classical Modern Philosophy	
<b>Total Units</b>		<b>12</b>

### Major Requirements

The student must satisfy the core curriculum requirements as set forth in this course catalog and complete the following courses:

Code	Title	Units
Students must take ONE ethics course in philosophy, either upper- or lower-division.		
<b>Upper-Division</b>		
PHIL 300	Philosophical Methods (required)	3
<b>Upper-Division Electives</b>		
Students must take 21 units of upper-division electives, at least 15 units numbered 400 or higher		21
PHIL 321	Social Ethics	
PHIL 330	Ethics	
PHIL 331	Biomedical Ethics	
PHIL 332	Business Ethics	
PHIL 333	Legal Ethics	
PHIL 334	Studies in Ethics	
PHIL 335	Death and Dying	
PHIL 336	Virtues and Vices	
PHIL 337	Mass Media Ethics	

PHIL 338	Environmental Ethics	
PHIL 340	Ethics of War and Peace	
PHIL 341	Ethics and Education	
PHIL 342	Engineering Ethics	
PHIL 343	Gender and Economic Justice	
PHIL 344	Environmental Justice	
PHIL 346	Public Health Ethics	
PHIL 360	Ethical Theory	
PHIL 410	Metaphysics	
PHIL 411	Philosophy of Knowledge	
PHIL 412	Philosophy of God	
PHIL 413	Philosophy of Mind	
PHIL 414	Philosophy of Language	
PHIL 415	Philosophy of Natural Science	
PHIL 420	Philosophy of Race	
PHIL 460	Legal Reasoning	
PHIL 461	Philosophy of Law	
PHIL 462	Political Philosophy	
PHIL 467	Studies in Renaissance Philosophy	
PHIL 470	Studies in Ancient Philosophy	
PHIL 471	Studies in Medieval Philosophy	
PHIL 472	Studies in Modern European Philosophy	
PHIL 473	Contemporary Anglo-American Philosophy	
PHIL 474	Twentieth Century Continental Philosophy	
PHIL 476	Studies in Asian Philosophy	
PHIL 477	Studies in the History of Philosophy	
PHIL 480	Philosophy of Art	
PHIL 483	Philosophy of Social Sciences	
PHIL 490	Philosophy of Love	
PHIL 494	Special Topics in Philosophy	
PHIL 499	Independent Study	
Total Units		24

Note: At least 18 of these 24 upper-division units must be taken at USD.

Note: 100- and 200-numbered courses are equally lower-division, and 300- and 400-numbered courses are equally upper-division. Accordingly, students intent on majoring or minoring in philosophy may take 200-numbered courses during their first year; adequately prepared students may begin taking 400-numbered courses during their junior year.

### Recommended Program of Study, Philosophy

#### Freshman Year

Semester I	Units
LLC Course	3
Lower-Division PHIL <sup>1</sup>	3
CC or electives	9

#### Semester II

Lower-Division PHIL <sup>2</sup>	3
CC or electives	12

#### Sophomore Year

Semester I	Units
Lower-Division PHIL <sup>3</sup>	3



CC or electives

### Semester II

Lower-Division PHIL<sup>3</sup>

CC or electives

### Junior Year

#### Semester I

PHIL 300

Upper-Division PHIL<sup>4</sup>

CC or electives

#### Semester II

Upper-Division PHIL<sup>4</sup>

Upper-Division PHIL<sup>4</sup>

CC or electives

### Senior Year

#### Semester I

Upper-Division PHIL<sup>4</sup>

Upper-Division PHIL<sup>4</sup>

CC or electives

#### Semester II

Upper-Division PHIL<sup>4</sup>

Upper-Division PHIL<sup>4</sup>

CC or electives

<sup>1</sup> Take one of PHIL 101 or PHIL 102.

<sup>2</sup> Take one of PHIL 110, PHIL 111, PHIL 112, PHIL 115, PHIL 116, or PHIL 175

<sup>3</sup> Take one of the following: PHIL 270 or PHIL 272.

<sup>4</sup> At least 15 of the 21 upper-division PHIL units must be numbered 400 or higher.

## The Philosophy Minor

### Minor Requirements

18 units in Philosophy, at least nine of which must be upper division.

Note: At least nine of these 18 units must be taken at USD.

#### PHIL 101 | INTRODUCTION TO LOGIC

**Units: 3-4**

The study of arguments, including basic principles of traditional logic together with an introduction to modern sentential logic. Topics include recognizing arguments, premises, conclusions, induction and deduction, fallacies, categorical syllogisms, and sentential inference forms. Every semester.

#### PHIL 102 | LOGIC

**Units: 3 Repeatability: No**

**Core Attributes: Math reasng and prob solving**

Introduction to the aims and techniques of formal logic, including the syntax, semantics, and proof-theory of first-order predicate logic, emphasizing both conceptual issues and applications to other disciplines and to everyday reasoning.

#### PHIL 110 | INTRODUCTION TO PHILOSOPHY

**Units: 3-4**

**Core Attributes: First Yr Integration (LC Only), Philosophical Inquiry area**

A basic orientation course treating the principal problems of philosophy, such as knowledge, human nature, values, nature, God, etc. A historical approach may also be used as a means of further clarification of the topics being discussed. Every semester.

#### 12 PHIL 111 | PHILOSOPHY OF HUMAN NATURE

**Units: 3-4**

**Core Attributes: First Yr Integration (LC Only), Philosophical Inquiry area**

3 This introductory course surveys various approaches to human nature. The  
12 course may include such topics as the relation of mind and body, the nature of consciousness, life after death and the existence of the soul, the possibility of artificial intelligence, race and gender issues, the relation between the individual and society, and non-Western views of human nature.

3

3

9-10

#### PHIL 112 | PHILOSOPHY AND LITERATURE

**Units: 3 Repeatability: No**

**Core Attributes: Literary Inquiry area**

3 An examination of the philosophical implications and themes contained in various  
3 works and genres of fiction. Questions such as free-will/determinism, love,  
3 justice, death and the meaning of life, the best (or worst) of all possible worlds,  
9-11 the religious dimension of life, and the role of the writer or intellectual in society will be discussed.

#### PHIL 114 | PHILOSOPHY AND TECHNOLOGY

**Units: 3**

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9-11

**Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE**

Technology is the art of rational problem solving. Philosophy is the art of asking questions. The questions we shall raise include: What is science? When are scientific claims true? Is science relevant to art, religion, or everyday experience? Can we trust applied science (technology) to make life easier or less dangerous? In a nuclear era, is technology itself the problem? Is “alternative technology” an alternative? Does our survival depend on technology or its absence? Readings from classical and contemporary sources.

#### PHIL 115 | FAITH AND REASON

**Units: 3 Repeatability: No**

**Core Attributes: Philosophical Inquiry area**

This course introduces some of the major areas and figures of philosophy through an exploration of some of the key issues and problems related to faith and reason. Questions to be considered might include: Are faith and reason compatible? Is religious belief rationally justifiable? Is religious language meaningful? Are there good arguments for God’s existence? Does God’s knowledge jeopardize human freedom? Are miracles possible? Does evil disprove God’s existence? Is the afterlife possible? Is eternal reward and punishment unjust?.

#### PHIL 116 | MORALITY AND JUSTICE

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area**

This course aims to provide a thorough introduction to key themes in ethics and political philosophy, i.e., morality and justice. Students will be introduced to foundational questions in ethics such as: why be moral? What is the nature of the good and the good life? What are our duties to other humans? To animals? To ourselves? Students will also be introduced to foundational questions concerning justice: when, if ever, is paternalism justified? What is the moral justification of punishment? How far do our speech rights extend? Are there expressive harms that the state should regulate, like hate speech? What are our duties, if any, to persons in other nations suffering from economic deprivation and starvation?.

**PHIL 118 | PHILOSOPHY THROUGH FOOD****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

This course is an introduction to philosophy—to its main aims, methods, areas, and tools. But there's a twist: we will develop your ability to do philosophy by working through some of the most interesting philosophical issues raised by food and eating. We will investigate ethical and political questions about food such as: Should we eat meat? What should we make of the claims that people are responsible for disordered eating (of the kind e.g. that might lead to obesity or anorexia)? How does gender intersect with these issues? Do we have a duty to relieve hunger? If so how demanding is it and what grounds it? We will also address questions about the epistemology of food such as: What can we learn from others about taste? Is there expertise when it comes to flavor judgments? Are judgments about the flavor and quality of food and drink ever objective? How can we know? We will also think about the philosophy of science: Is blind tasting reliable? Is it the best way to judge wine quality? We will investigate aesthetic questions about food and drink: Is there an art form of food? Can food be expressive? Can it be representational? Can food and drink be beautiful? Readings will come from both classic and contemporary writings about food and eating. And there will be a number of in-class food-related activities that we will use to spark insights, foster discussion, and anchor our thoughts.

**PHIL 171 | MEDIEVAL PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An introduction to philosophy through an examination of the major figures or themes of medieval thought from the fourth to the fourteenth century. Figures such as Augustine, Aquinas, Scotus, Ockham, Hildegard of Bingen, Julian of Norwich, Catherine of Sienna. Themes such as faith and reason, the existence of God, the problem of evil, knowledge and skepticism, self-knowledge, the soul and immortality, love and free will, ethics and politics.

**PHIL 175 | ASIAN PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An examination of the major traditions, systems, and schools in India, China, and Japan. Readings from classical and modern texts. Cultural sources of philosophic beliefs. Comparisons between Eastern and Western thought.

**PHIL 270 | HISTORY OF ANCIENT PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

Greek philosophy from the pre-Socratics through Plato, Aristotle, and later Hellenistic thought, culminating in Plotinus.

**PHIL 272 | HISTORY OF CLASSICAL MODERN PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An introduction to the development of European philosophy from the 16th to the 19th century, with an emphasis on Continental Rationalism, British Empiricism, and German Idealism.

**PHIL 273 | CONTEMPORARY ANGLO-AMERICAN PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An introduction to the main currents of late 19th- and 20th-century Anglo-American philosophy, including such movements as logical positivism and linguistic analysis, and recent issues such as the analytic-synthetic distinction, ontological relativity, and theories of meaning.

**PHIL 274 | TWENTIETH CENTURY CONTINENTAL PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An introduction to the main currents of late 19th- and 20th-century continental thought, including Marxism, phenomenology, existentialism, critical theory, structuralism, and recent developments such as post-structuralism, semiotics, and deconstructionism.

**PHIL 276 | AMERICAN PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

A survey extending from the Colonial Period through the end of World War II. Emphasis on such topics as the Puritan controversy over predestination, the impact of Darwin, the advent of pragmatism, and the ending of the Golden Age. Authors to be studied include Edwards, Emerson, Wright, Peirce, James, Royce, Dewey, and Santayana.

**PHIL 294 | SPECIAL TOPICS IN PHILOSOPHY****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Philosophical Inquiry area**

The course aims to introduce students to some philosophical topic(s) or historical philosophical thinkers. Examples include: a survey course on a particular philosophical theme such as philosophy and the law, a survey course on a particular philosophical concept such as freedom of the will, or a survey course on a particular important philosophical figure such as Rousseau. Themes will vary according to Instructor design. The course may be repeated for credit, provided the content of the course has changed.

**PHIL 300 | PHILOSOPHICAL METHODS****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Philosophical Inquiry area**

This course is intended for recently declared philosophy majors and minors. It is designed as a rigorous introduction to the methods of philosophical inquiry with a focus on argumentative writing, presentation, and discussion, as well as the analysis, understanding, and evaluation of philosophical texts. The course pursues these goals by focusing on a small handful of philosophical problems, such as the problem of personal identity, the nature of reference, the mind-body problem, philosophical multiculturalism, truth and meaning, freedom and responsibility, and so on.

**PHIL 321 | SOCIAL ETHICS****Units: 3-4****Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area**

A study of the applications of ethical concepts and principles to different areas of human social conduct. Typical issues considered include abortion, euthanasia, the death penalty, assisted reproductive technologies, racism, sexism, poverty and welfare, animal rights, environmental ethics, and world hunger.

**PHIL 330 | ETHICS****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

A general study of principles or standards for judging individual and social conduct, focusing on major thinkers and philosophical issues in normative ethics, and the application of moral judgment to social or problem areas in human conduct.

**PHIL 331 | BIOMEDICAL ETHICS****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

A systematic examination of ethical principles as they apply to issues in medicine and scientific research, that is: mercy killing; abortion; experimentation on human subjects; allocation of scarce medical resources; organ transplants; and behavior modification. Moral obligations connected with the roles of nurse, doctor, etc., will receive special attention.

**PHIL 332 | BUSINESS ETHICS****Units: 3-4****Core Attributes: Ethical Inquiry area**

A systematic application of various ethical theories to issues arising from the practice of modern business. Topics may include theories of economic justice, corporate social responsibility, employee rights, advertising and information disclosure, environmental responsibility, preferential hiring and reverse discrimination, self-regulation, and government regulation.

**PHIL 333 | LEGAL ETHICS****Units: 3****Core Attributes: Ethical Inquiry area**

An examination in the light of traditional and recent moral theory of the ethical issues faced by the practicing lawyer: the values presupposed by the adversarial system; the moral responsibilities of lawyers within corporations and government; the conflict between personal ethics and obligations to clientele; and whether legal education involves a social conditioning process with its own implicit value system.

**PHIL 334 | STUDIES IN ETHICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Ethical Inquiry area**

Exploration of selected issues in moral philosophy, often of an interdisciplinary nature, on such themes as: death and dying; environmental ethics; business ethics; morality and science fiction; morality and teaching; etc. Depending on the subject, the course may be repeated for credit.

**PHIL 335 | DEATH AND DYING****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area**

The analysis of various ethical, epistemological, and metaphysical problems relating to death and dying. Topics may include: near-death experiences; immortality and resurrection models of eschatology; the evil of death; and value issues raised by the definitions of death, suicide, euthanasia, infanticide, and the killing of non-human animals.

**PHIL 336 | VIRTUES AND VICES****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

An investigation of the morality of character that considers the question, "What kind of person ought I be?" This approach to morality is contrasted with standard Kantian and utilitarian positions. Specific virtues and vices typically considered include love, friendship, hate, jealousy, compassion, deceit, self-deception, anger, resentment, and forgiveness.

**PHIL 337 | MASS MEDIA ETHICS****Units: 3-4****Non-Core Attributes: Phil (Logic)-Pre F17 CORE**

What is the responsibility of citizens, consumers, corporations, advertisers, artists and performers, and federal or local government toward mass media? Do mass media influence human contact for better or worse? Does regulation of, for example, pornography or propaganda conflict with First Amendment rights? Are news and commercial media politically biased? Do educational media enhance or undermine traditional teaching methods? Lecture, discussion, group activities, and analysis of media presentations.

**PHIL 338 | ENVIRONMENTAL ETHICS****Units: 3-4****Core Attributes: Ethical Inquiry area**

An exploration of ethical issues pertinent to the environment, for example: obligations to future generations; the question of animal rights; endangered species; pesticides and pollution; energy technologies; depletion of resources; and global justice and ocean resources. Consideration of the pertinent obligations of individuals, businesses, and government.

**PHIL 340 | ETHICS OF WAR AND PEACE****Units: 3****Core Attributes: Ethical Inquiry area**

Normative ethics applied to moral questions of war and peace, such as: Can war ever be justified? If so, what are the moral constraints upon the conduct of war? How can peace be attained? What do pacifists and others offer as non-violent alternatives to armed conflict? Other topics might include terrorism, humanitarian interventions, nuclear warfare and deterrence, and war crimes.

**PHIL 341 | ETHICS AND EDUCATION****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

This course provides an introduction to such topics in moral theory as ethical relativism, deontological and consequentialist approaches to morality, and ethical egoism. Among the specific moral issues in education usually considered are preferential admissions policies, student-teacher confidentiality, the morality of grading, honesty and deception in educational contexts, and the allocation of scarce educational resources.

**PHIL 342 | ENGINEERING ETHICS****Units: 3****Core Attributes: Ethical Inquiry area**

Examines the rights, responsibilities, and social role of the professional engineer. Topics may include conflicts of interest, the moral status of organizational loyalty, public safety and risk assessment, reproductive engineering and human dignity, preventing environmental destruction, "whistle-blowing," defective product liability, engineers and corporate power, engineers and government, and codes of conduct and standards of professional competence. Case studies may include military and commercial airplanes, automobiles, public buildings, nuclear plants, weapons research, computers and confidentiality, and the use and abuse of new technologies.

**PHIL 343 | GENDER AND ECONOMIC JUSTICE****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

Discrimination in employment, the persistence of sex segregation in the labor force, the feminization of poverty, and the implementation of policies designed to minimize gender-based career and economic differences, and to improve the economic status of women — such as affirmative action — raise a number of ethical as well as economic questions. This course surveys ethical theory and considers the application of ethical principles to issues concerning the economic status of women and related gender-based issues, including the position of women in business and the professions.

**PHIL 344 | ENVIRONMENTAL JUSTICE****Units: 3,4****Core Attributes: Ethical Inquiry area**

An exploration of social justice in an environmental context, including considerations of distributive, participatory, and procedural justice. Topics may include civil rights and the environmental justice movement, rights of indigenous peoples, environmentalism, economic and development conflicts between the global north and south, toxic and hazardous waste and pollution, worker safety, environmental racism, environmental classism, sustainability, and the protection of nature. Consideration of the pertinent obligations of individuals, social groups, businesses, and governments.

**PHIL 345 | COMPUTER ETHICS****Units: 3**

An exploration of ethical issues pertinent to computing and information technology, including: free speech and content control of the Web; intellectual property rights; privacy; accountability and responsibility; security and cyberspace; the impact of computing/IT on society.

**PHIL 346 | PUBLIC HEALTH ETHICS****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

"Public Health" has been defined as the study of issues that affect the health of a community of individuals as opposed to that of single individuals. Public health ethics is a branch of bioethics that is distinct from biomedical ethics in that the focus of public health ethics is focus on populations. Biomedical ethics, on the other hand, involves the examination of issues that may only directly affect an individual. For example, the right to informed consent to treatment is fundamental to each patient, but whether an individual patient's rights in this regard are violated does not generally affect others. Inoculation policy, on the other hand, affects a population of patients. The two disciplines overlap, however, because entire populations may be at risk for developing certain diseases such as diabetes or cardiovascular disease, even though individuals are treated on an individual basis. In addition, many of the issues covered in biomedical ethics are relevant to issues in public health, such as research ethics, informed consent, and privacy.

**PHIL 360 | ETHICAL THEORY****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

A study of the major theories of ethics and selected moral concepts. Topics to be examined will include: the nature and grounds of morality; ethical relativism; egoism and altruism; utilitarianism; Kant's deontological ethics; Aristotle and virtue ethics, rights, and justice. In addition, we may consider issues of the role of gender and race in ethical theory.

**PHIL 400 | INTERMEDIATE SYMBOLIC LOGIC****Units: 3**

This course will focus on symbolization, syntax, semantics, and derivations for predicate logic. It will include some metatheory such as soundness and completeness proofs.

**PHIL 410 | METAPHYSICS****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An investigation of the ultimate philosophical commitments about reality. Representative figures in the history of philosophy may be considered and analyzed. Topics selected may include the basic components of reality, their relation to space, time, matter, causality, freedom, determinism, the self, and God.

**PHIL 411 | PHILOSOPHY OF KNOWLEDGE****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An examination of the nature and scope of knowledge and justification, including consideration of such topics as skepticism, analyses of knowledge, foundationalism and coherentism, a priori knowledge, and others. Attention is also given to the nature of the epistemological enterprise, e.g. internalism and externalism, and naturalized epistemology.

**PHIL 412 | PHILOSOPHY OF GOD****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

A study of the existence and nature of God. Discussion of the ontological, cosmological, and teleological arguments; topics may include atheistic challenges concerning divine benevolence, omnipotence, omniscience, and creation ex nihilo; logical positivism and religious meaning; miracles; the person and immortality; and religion and morality.

**PHIL 413 | PHILOSOPHY OF MIND****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

The mind-body problem and the examination of mental state concepts. Topics may include the nature of mind, including dualist and contemporary materialist theories, representation, mental causation, consciousness, psychological explanation, and artificial intelligence; other topics such as personal identity or agency may be included.

**PHIL 414 | PHILOSOPHY OF LANGUAGE****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

Language is a fundamental medium by which we interact with others and the world. How words come to have the meanings that they do, refer to objects, express truths, and affect the meanings of other words and truth values are perennial questions in philosophy. These issues have become even more pronounced in 20th-century philosophy. Specific topics may include: language and reality; language and psychology; referential theories of meaning; ideal languages; meaning as use; private languages; truth-conditional theories of meaning; descriptive and causal theories of reference and of linguistic competence and performance; verificationism; and/or an introduction to modal semantics.

**PHIL 415 | PHILOSOPHY OF NATURAL SCIENCE****Units: 3****Core Attributes: Philosophical Inquiry area**

The study of the language and activity of the scientific community. Topics include scientific explanation, prediction, laws, theories, models, paradigms, observations, experiment, scientific method, and the question of reductionism in science.

**PHIL 416 | PHILOSOPHY OF ARCHAEOLOGY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

Central questions in philosophy include enquiry into what it means to be human, how we can know other minds, what makes something art, how we can gain knowledge of the world, and how we can act ethically. Each of these issues is central to archaeology. In this course we will use archaeology to illuminate philosophical questions and will use philosophical methods to consider problems archaeologists face.

**PHIL 420 | PHILOSOPHY OF RACE****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Philosophical Inquiry area**

This course aims to provide a comprehensive overview of key themes in the philosophy of race. Areas of inquiry include: historical origins of philosophical accounts of race, the metaphysics of race, the social construction of race and racial identity, contemporary social issues concerning race both nationally and internationally, as well as feminism and race, among other topics.

**PHIL 423 | AFRICAN AMERICAN PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Philosophical Inquiry area**

This course introduces students to African American Philosophy through both historical figures who affected philosophical thinking about African American experiences and philosophers who have thought about these experiences and figures' ideas. In this course, students will apply Western philosophical methods to issues such as slavery, integration/self-segregation, assimilation/separatism, busing, affirmative action, reparations for slavery, collective identity and efficacy, intersectionality, etc. Students will apply philosophical methods to concepts such as respect, alienation, oppression, citizenship, forgiveness, progress, etc. as they are either conceptualized or reimagined through African American experiences.



**PHIL 427 | HISTORY OF AFRICANA PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2, Philosophical Inquiry area**

This course introduces students to Africana Philosophy, which is considered to be a term that accounts for the philosophical contributions of people of African descent in Africa and the Diaspora, namely Africa, the Caribbean, and North America. Central questions discussed herein include very common philosophical questions such as: “What does it mean to be a human being?”; “how is the past (or time more generally) to be understood and accounted for?”; “how is knowledge about ourselves as thinking subjects possible?” However, what makes these questions unique to Africana philosophy are both the way that they intersect between each of the three areas. So the question: “What does it mean to be a human being?” is raised in light of the humanity of peoples of African descent having been or constantly being called into question. There are also questions raised that are unique to Africana Philosophy such as: “What is the connection between language and freedom?”; and “how much of the ‘master’s’ tools can dismantle his/her house?”.

**PHIL 460 | LEGAL REASONING****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

Prerequisites: PHIL 101

This course introduces students to the concepts and forms of argument they will encounter in the first year of law school. It will examine the reasoning involved in the concepts of legal precedent, proximate cause, and burden of proof, and it will also investigate the legal reasoning in certain landmark cases from torts, contracts, property, constitutional law, and criminal law.

**PHIL 461 | PHILOSOPHY OF LAW****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

What is law? How is it different from morality? Do we have an obligation to obey the law, and, if so, how strong is that obligation? This course is an exploration of philosophical issues arising from the interpretation and application of the law. The course examines classic answers to the above questions. The focus of the course may be either historical (e.g. Plato, Hobbes, or Hegel) or more contemporary (e.g. H.L.A. Hart and Ronald Dworkin), paying special attention to constitutional law.

**PHIL 462 | POLITICAL PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

The nature and end of the state; relation of the individual’s rights and duties to those of the state, and vice versa, and the relation between states, the kinds of states, their institution, preservation, and destruction.

**PHIL 467 | STUDIES IN RENAISSANCE PHILOSOPHY****Units: 3****Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE**

This course studies main figures in Renaissance thought — Petrarch, Pico, Vives, Bacon, et al. It addresses such topics as: the revival of Greek and Roman culture; the Florentine academy; tensions between humanism and theology; the Copernican revolution in science; and the legacies of Bruno, Leonardo, More, Machiavelli, and Montaigne.

**PHIL 470 | STUDIES IN ANCIENT PHILOSOPHY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Philosophical Inquiry area**

An in-depth study of selected ancient philosophers, that is, Plato, Aristotle, and the Stoics, or topics such as the nature of good, knowledge and skepticism, the problem of Being, and change.

**PHIL 471 | STUDIES IN MEDIEVAL PHILOSOPHY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Philosophical Inquiry area**

An intensive examination of one or more of the major figures or themes of medieval thought from the fourth to the fourteenth century. Figures such as Augustine, Boethius, Anselm, Abelard and Heloise, Maimonides, Avicenna, Averroes, Aquinas, Scotus, Ockham, Hildegard of Bingen, Julian of Norwich, Catherine of Sienna. Themes such as faith, reason and its limits, God and creation, the eternity of the world, the Incarnation and the Trinity, the immortality of the soul, the problem of evil, the problem of universals, love and free will, the active versus contemplative life, ethics and politics. May be repeated for credit with different course content.

**PHIL 472 | STUDIES IN MODERN EUROPEAN PHILOSOPHY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Philosophical Inquiry area**

An intensive examination of one or more major figures in 17th- to 19th-century European thought, for example, Descartes, Leibniz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Hegel, Rousseau, and Marx; or, alternately, a discussion of one or more central problems in this era, such as the relation between science and religion, the justification of causal inference, the respective roles of reason and experience in obtaining reliable knowledge of the world, the concept of selfhood, etc.

**PHIL 473 | CONTEMPORARY ANGLO-AMERICAN PHILOSOPHY****Units: 3****Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE**

An intensive examination of either major figures (such as Chisholm, Kripke, Quine), movements (logical positivism, ordinary language analysis, logical analysis), or selected problems (epistemic foundationalism, modality and essentialism, identity and individuation) in contemporary analytic philosophy.

**PHIL 474 | TWENTIETH CENTURY CONTINENTAL PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

A survey of the major figures or major themes of continental philosophy from its origins in the Twentieth Century. Figures such as Husserl, Heidegger, Sartre, Arendt, Foucault, Derrida, etc.. Movements such as phenomenology, hermeneutics, existentialism, critical theory, structuralism, post-structuralism, and post-modernism among others. Themes such as the relationship between mind and body, thought and action, authenticity and inauthenticity, death and meaning, politics and identity, language and meaning.

**PHIL 475 | STUDIES IN PROCESS PHILOSOPHY****Units: 3****Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE**

Process Philosophy is a generic term designating the group of philosophers who view reality as a changing and developing process. Included in this group are Herbert Spencer, Karl Marx, Henri Bergson, and Alfred North Whitehead. The course will focus, in successive years, on one of these thinkers.

**PHIL 476 | STUDIES IN ASIAN PHILOSOPHY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Philosophical Inquiry area**

A detailed examination of one or more classic works from the Hindu, Buddhist, Confucian, and Taoist traditions, such as the Bhagavad-Gita or the Analects; pitfalls of interpretation; relations between text and ure. Parallels and contrasts with Western thought and institutions. May be repeated for credit with different course content.

**PHIL 477 | STUDIES IN THE HISTORY OF PHILOSOPHY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Philosophical Inquiry area**

An in-depth study of major figure(s), theme(s), or movement(s) from a select period in the history of philosophy, such as ancient philosophy, medieval philosophy, modern philosophy, or contemporary philosophy. Figures such as Plato and Aristotle, Augustine and Aquinas, Kant and Hume, Heidegger and Derrida. Themes such as appearance and reality, truth and meaning, freedom and responsibility, personal identity, mind and body, knowledge and skepticism. Movements such as Epicureanism and stoicism, scholasticism and the renaissance, empiricism and the enlightenment, existentialism and post-structuralism.

**PHIL 478 | FRENCH THEORY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

This course presents students with direct exposure to the foundational figures of French Theory, e.g., (postmodernist) Jacques Derrida and (poststructuralist) Michel Foucault. Students in the course will develop an understanding of French Theory's foundational movements (postmodernism and poststructuralism) and terms of art (alterity, aporia, archeology, binary, biopower, dichotomy, difference, discipline, discourse, discursive formation, episteme, exclusion, freedom, genealogy, hegemony, hospitality, ideology, institution, logocentrism, normalization, normativity, panopticism, power, power-knowledge, sexuality, supplement, the other, the marginalized, the trace, and "truth").

**PHIL 480 | PHILOSOPHY OF ART****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An examination of some major theories of art and beauty, with special attention to such issues as: the definition of beauty, the criteria for excellence in artistic productions, the differences between art and science, and the relation between art and culture. Readings may include Aristotle's Poetics, Kant's Critique of Judgement, Dewey's Art as Experience, or more recent philosophers, that is, Beardsley, Dickie, Goodman, Weitz, etc.

**PHIL 481 | PHILOSOPHY OF EDUCATION****Units: 3****Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE**

An examination of some major theories of the meaning and function of education and of its role in reshaping society. Readings may include Plato's Meno and Republic, Aristotle's Politics, Rousseau's Emile, Dewey's The School and Society and The Child and the Curriculum, and various works by Piaget.

**PHIL 483 | PHILOSOPHY OF SOCIAL SCIENCES****Units: 3**

A study of the fundamental concepts, methods, and goals of the social sciences, including a consideration of such topics as: the nature of the human action, the possibility of a science of human nature, the relationship between the natural and social sciences, explanation and understanding, laws and theories, objectivity and value judgments, and freedom and determinism.

**PHIL 485 | PHILOSOPHY OF HISTORY****Units: 3****Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE**

What is history? Why do human beings record their history? Is history moving toward a goal? Is history a science or an art? Are historical events objective occurrences? Can we verify casual claims about unrepeatable episodes? Is the historian entitled (or obliged) to make value-judgments? How should we rank the contributions of individual historians? Readings include philosophers and historians, classical and contemporary sources.

**PHIL 490 | PHILOSOPHY OF LOVE****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

What is love? Does it even exist, or is it a myth? Is it attainable, or an impossible ideal? Is it rooted in the divine; in the human, or even in the biologic or animal? Is it an emotion, a form of relationship, or even a cosmic principle? Can it be equal and shared, or must it be hierarchic and coercive? This course considers a variety of philosophical perspectives on questions such as these. Readings typically include such classic and contemporary thinkers as Plato, Aristotle, Augustine, Aquinas, Kierkegaard, Freud, Sartre, DeBeauvoir, and Tillich.

**PHIL 494 | SPECIAL TOPICS IN PHILOSOPHY****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Philosophical Inquiry area**

An intensive examination of one or more contemporary philosophical problems such as: the is-ought debate, the mind-body problems, relativism and the possibility of objective knowledge, etc. Topic may vary. The course may be repeated for credit, provided the content of the course has changed.

**PHIL 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual study and written research working in close collaboration with a faculty advisor. Consent of instructor and of the department chair are required for registration.

## Philosophy, Politics and Economics

### Program Director

Matt Zwolinski, PhD, Philosophy

### Affiliated Faculty

H.E. Baber, PhD, Philosophy

Deborah Kelly, PhD, Economics

Tim McCarty, PhD, Political Science and International Relations

Mark Woods, PhD, Philosophy

### Philosophy, Politics and Economics

Philosophy, Politics and Economics (PPE) is an interdisciplinary field of inquiry that originated at Oxford University almost a hundred years ago. PPE aims to provide students with the intellectual tools necessary to understand the big ideas behind our most important social questions. Many of those questions - such as debates over health care, environmental regulation and social welfare policy - are inherently interdisciplinary. At a minimum, they involve economic questions about the way in which markets work or fail to work in certain contexts; philosophical questions about the nature of fairness, liberty, and equality; and *political* questions about the feasibility of various forms of regulatory control. PPE helps students to think critically about those questions, and thus prepares them well for careers in a variety of fields such as law, public policy, journalism, academia and government.

### 1st Pathway - Students majoring in Philosophy (18 units)

Code	Title	Units
Foundational Courses (9 units)		
PPE 101	Morality, Markets, and Government	3
ECON 101	Principles of Microeconomics	3-4

POLS 150	Introduction to Comparative Politics	3
or POLS 100	Power and Justice	
or POLS 120	Introduction to American Politics	
or POLS 170	Introduction to International Relations	
PPE Capstone		
PPE 495	PPE Capstone	3
Elective Courses (6 upper-division units from the lists of Economics and Political Science electives provided below. At least 3 units must be from Political Science.)		6
<b>Total Units</b>		<b>18-19</b>

## 2nd Pathway - Students majoring in Political Science (18 units)

Code	Title	Units
Foundational Courses (9 Units)		
PPE 101	Morality, Markets, and Government	3
ECON 101	Principles of Microeconomics	3-4
PHIL 116	Morality and Justice	3
or PHIL 110	Introduction to Philosophy	
or PHIL 111	Philosophy of Human Nature	
PPE Capstone		
PPE 495	PPE Capstone	3
Elective Courses (6 upper-division units from the lists of Economics and Philosophy electives provided below. At least 3 units must be from Philosophy.)		6
<b>Total Units</b>		<b>18-19</b>

## 3rd Pathway - Students majoring in Economics or Business Economics (18 units)

Code	Title	Units
Foundational Courses (9 Units)		
PPE 101	Morality, Markets, and Government	3
PHIL 116	Morality and Justice	3
or PHIL 110	Introduction to Philosophy	
or PHIL 111	Philosophy of Human Nature	
POLS 150	Introduction to Comparative Politics	3
or POLS 100	Power and Justice	
or POLS 120	Introduction to American Politics	
or POLS 170	Introduction to International Relations	
PPE Capstone		
PPE 495	PPE Capstone	3
Elective Courses (3 upper-division units from Philosophy, and 3 upper-division units from Political Science, from the lists of electives provided below.)		6
<b>Total Units</b>		<b>18</b>

## 4th Pathway - Students not majoring in Philosophy, Political Science, Business Economics or Economics (21 units)

Code	Title	Units
Foundational Courses (12 units)		
PPE 101	Morality, Markets, and Government	3
ECON 101	Principles of Microeconomics	3-4
PHIL 116	Morality and Justice	3
or PHIL 110	Introduction to Philosophy	
or PHIL 111	Philosophy of Human Nature	
POLS 150	Introduction to Comparative Politics	3
or POLS 100	Power and Justice	
or POLS 120	Introduction to American Politics	
or POLS 170	Introduction to International Relations	
PPE Capstone		
PPE 495	PPE Capstone	3
Elective Courses (3 upper-division units from Philosophy, and 3 upper-division units from Political Science, from the lists of electives provided below.)		6
<b>Total Units</b>		<b>21-22</b>

## PPE Elective Courses\*

Code	Title	Units
<b>ECONOMICS</b>		
ECON 302	Public Finance	3
ECON 304	Urban Economics	3
ECON 308	Environmental and Natural Resource Economics	3
ECON 310	Money and Banking	3
ECON 322	Labor Economics	3
ECON 327	Law and Economics	3
ECON 333	International Economics	3
ECON 335	Economic Development of Latin America	3
ECON 337	Economic Development of Asia	3
ECON 340	Behavioral Economics	3
ECON 375	Game Theory	2-3
ECON 424	Industrial Organization	3
ECON 473	Managerial Economics	3
<b>PHILOSOPHY</b>		
PHIL 321	Social Ethics	3-4
PHIL 330	Ethics	3
PHIL 331	Biomedical Ethics	3
PHIL 332	Business Ethics	3
PHIL 338	Environmental Ethics	3-4
PHIL 340	Ethics of War and Peace	3
PHIL 343	Gender and Economic Justice	3
PHIL 344	Environmental Justice	3
PHIL 346	Public Health Ethics	3
PHIL 360	Ethical Theory	3
PHIL 461	Philosophy of Law	3
PHIL 462	Political Philosophy	3
<b>POLITICAL SCIENCE</b>		

POLS 300	Democratic Theory	3
POLS 301	Political Thought: Ancient to Modern	3
POLS 302	Political Thought: Modern and Contemporary	3-4
POLS 303	Liberal Political Thought	3
POLS 304	American Political Thought	3
POLS 305	Black Political Thought	3
POLS 306	Conservative Political Thought	3
POLS 307	Feminist Political Theories	3
POLS 308	Politics and Literature	3
POLS 309	Sex, Power, and Politics	3
POLS 310	The Presidency	3
POLS 312	Congress	3
POLS 313	Parties and Interest Groups	3
POLS 314	Campaigns and Elections	3
POLS 316	State and Local Government	3
POLS 318	Black Politics	3
POLS 319	Politics of Race and Ethnicity	3
POLS 320	War Powers in the American Constitutional System	3
POLS 321	Constitutional Law and American Government: Federalism and Separation of Powers	3
POLS 322	Constitutional Law: Civil Rights and Liberties	3
POLS 323	Judicial Behavior	3
POLS 326	Comparative Law	3
POLS 327	International Law	3
POLS 329	Law of the Sea	3
POLS 330	Research Methods in Political Science	3
POLS 340	Public Administration	3
POLS 342	Public Policy	3-4
POLS 343	Education, Citizenship and Politics in South Africa	3
POLS 344	Politics of U.S. Citizenship and Migration	3
POLS 346	Food and Politics	3
POLS 347	Culture & Environmental Politics	3
POLS 348	Indigenous Peoples and the Environment	3
POLS 349	Politics and the Environment	3-4
POLS 350	Theories of Comparative Politics	3
POLS 352	Comparative Politics of Developing Countries	3
POLS 353	Politics and Religion	3
POLS 354	Revolutionary Change	3
POLS 355	Politics in Europe	3
POLS 357	Politics in Latin America	3
POLS 358	Politics in South Asia	3
POLS 359	Politics in the Middle East	3
POLS 360	Politics in Sub-Saharan Africa	3
POLS 361	Politics in South Africa	3
POLS 362	Politics in the United Kingdom	3-4
POLS 363	Politics in France	3
POLS 364	Politics in Germany	3
POLS 365	Politics in Russia	3
POLS 366	Politics in Mexico	3
POLS 367	Politics in Japan	3
POLS 368	Politics in China	3
POLS 370	Theories of International Relations	3

POLS 371	American Foreign Policy	3-4
POLS 374	U.S.-Latin American Relations	3
POLS 376	U.S. National Security	3
POLS 377	Regional Security	3
POLS 378	Transnational Crime and Terrorism	3-4
POLS 379	International Political Boundaries and Border Policies	3
POLS 380	Theories of International Political Economy	3
POLS 381	Migration & Immigration Politics and Policy	3
POLS 382	International Human Rights	3
POLS 383	International Organizations	3

\*Additional courses may be accepted as PPE electives, with approval of the program director. Note: Some elective courses have individual prerequisites.

## Physics and Biophysics

### CHAIR

Rae M. R. Anderson, PhD

### Faculty

Michael Anderson, PhD

Theodore Dezen, PhD

Chad Kishimoto, PhD

Ryan McGorty, PhD

Maren Mossman, PhD

Linhdung Pham, PhD

Greg Severn, PhD

Daniel P. Sheehan, PhD

The Physics and Biophysics Department provides rigorous, inspiring, and hands-on courses and training in the physical sciences. We offer both **BS** and **BA** degrees in Physics and Biophysics that will prepare you to excel in whatever career path you choose. You will have opportunities to engage in cutting edge research, and experience close one-on-one mentoring and advising. These hallmarks of our department makes our majors highly competitive for prestigious scholastic awards, graduate school admissions, and employment.

**Interested in engineering?** We offer an **Engineering Physics Pathway** in which you earn a BS in Physics and a BS/BA in Mechanical Engineering in 4.5 years.

**Interested in pursuing K-12 education?** We offer a 4-year **Physics Education Pathway** in which you earn a BA in Physics and a single-subject teaching credential, while preparing for the California Subject Examination for Teachers.

Requirements and a Recommended Plan of Study for each degree and pathway are provided under the Physics Major and Biophysics Major catalog page.

### Undergraduate Research

We strongly encourage you to get involved in research as early as possible. As a research student, you will learn first-hand where the limits of humanity's scientific understanding lie and how to push those limits outward. You will be invited to collaborate in research on a wide range of cutting-edge topics including: molecular and cellular biophysics, theoretical and computational astrophysics, material science, plasma science, optics, astroparticle physics, cosmology, atomic physics, biochemical engineering, and alternative energy. You will learn



experimental, computational and theoretical research techniques; and gain first-hand experience with advanced instruments including optical tweezers, light-sheet and confocal microscopes, tunable diode lasers, pulsed NMR, and vacuum chambers. Further, many students travel and present their research at national and international conferences, publish scientific papers, and interact with leading scientists.

## Society of Physics Students

Want to meet other students in the department, participate in physics education and outreach activities, form lifelong friendships, and prepare for life after USD? Join the student-run Society of Physics Students! Our SPS chapter has been recognized as a national Outstanding Chapter and has won the prestigious Blake Lily Prize for their K-12 outreach efforts. Follow SPS on instagram: [https://www.instagram.com/usd\\_sps/](https://www.instagram.com/usd_sps/).

## Life after Physics and Biophysics

Because physics and biophysics majors comprise less than 3% of all STEM bachelor's degrees awarded each year, as a physicist or biophysicist, you will stand out and be sought out by a wide variety of graduate programs and employers.

**Physics:** Many of our physics majors pursue graduate programs in physics, engineering, computer science, astronomy and materials science. Immediately after graduation, physics majors are also highly successful in obtaining jobs in engineering, data science, finance, information technology, and education. Students completing the Engineering Physics Pathway are particularly competitive for positions at premier engineering firms. Students who complete the Physics Education Pathway are immediately employable as high school or junior high physics teachers.

**Biophysics:** Many of our biophysics majors pursue medical, dental and veterinarian school - the biophysics major fulfills all of the pre-health requirements and enables students to score exceptionally well on the MCAT. Biophysics majors also pursue graduate degrees in biophysics, bioengineering, medical physics, and biochemistry. Immediately after graduation, biophysics majors are highly successful at obtaining jobs in biotechnology, immunology, pharmaceuticals, data science, and bioengineering.

## Biophysics

Biophysics lies at the intersection of physics, biology and chemistry. Biophysicists apply the understanding, methods and quantitative skills gained in physics to a vast array of biological systems in order to gain new insights into biological problems ranging from brain function and vascular networks to DNA synthesis and biomedical devices.

**Biophysics BS Program:** The BS degree in biophysics is an interdisciplinary major designed to prepare students for graduate programs in biophysics, bioengineering, medical physics, biomedical sciences, biochemistry and chemistry. Students can also pursue a wide variety of career paths including employment in biotechnology, bioengineering, and biomedical industries. Finally, the Biophysics BS degree is superb preparation for medical school and any of the health professions (medical, dental, veterinary).

**Biophysics BA Program:** The BA degree in biophysics is a highly interdisciplinary major designed to prepare students for a wide variety of career paths including employment in biotechnology, bioengineering, and biomedical industries. The flexibility of the BA in biophysics is also well suited for students wishing to pursue multiple minors or a double major; or pursue professional studies in business, education, or law. Additionally, the BA option may appeal to

those considering interdisciplinary fields such as patent law, science journalism or science policy.

## The Biophysics BS Major

### Preparation for the Major (50 units)

Preparation for the Biophysics Major is designed to give students a robust background in physics, biology, chemistry, and math.

Code	Title	Units
Physics Courses		
PHYS 270	Introduction to Mechanics	3
PHYS 270L	Mechanics Lab	1
PHYS 271	Introduction to Electricity and Magnetism	3
PHYS 271L	Introduction to Electricity and Magnetism Lab	1
PHYS 281	Introduction to Optics	1
PHYS 272	Introduction to Modern Physics	3
PHYS 272L	Introduction to Modern Physics Lab	1
PHYS 282	Introduction to Methods in Computational Physics	1
Math Courses		
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
Chemistry Courses		
CHEM 151	General Chemistry I	3-4
CHEM 151L	General Chemistry I Laboratory	1
CHEM 152	General Chemistry II	3
CHEM 152L	General Chemistry II Laboratory	1
CHEM 301	Organic Chemistry I	3
CHEM 301L	Organic Chemistry I Laboratory	1
CHEM 302	Organic Chemistry II	3
CHEM 302L	Organic Chemistry II Laboratory	1
Biology Courses		
BIOL 240	Bioenergetics and Systems	3
BIOL 240L	Bioenergetics and Systems Laboratory	1
BIOL 242	Genomes and Evolution	3
BIOL 242L	Genomes and Evolution Laboratory	1

### Major Requirements (27 units)

Courses required for the Biophysics BS reflect the integration of the sciences, with upper-division courses from each of the sciences, as well as interdisciplinary Biophysics lecture and lab courses. Students are urged to work with their biophysics academic advisor to work out a schedule of courses and electives that best fits their career goals and aspirations. Students are also encouraged to start research (PHYS 400 and PHYS 496) as early as possible.

Code	Title	Units
BIOL 300	Genetics	3
CHEM 331	Biochemistry	3
PHYS 319	Thermal and Statistical Physics	3
PHYS 340	Biological Physics	3
PHYS 381	Experimental Biophysics	4
PHYS 400	Research Forum	1
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
PHYS 495	Seminar II: Frontiers of Physics	1

PHYS 496	Research	2
Two Upper-Division Electives from PHYS, BIOL or CHEM (subject to advisor approval)		6

## Recommended Program of Study for Biophysics BS Major

### Freshman Year

#### Semester I

MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
BIOL 240 & 240L	Bioenergetics and Systems	4
CORE / Electives		3

#### Semester II

PHYS 270 & 270L	Introduction to Mechanics	4
MATH 151	Calculus II	4
CHEM 152 & 152L	General Chemistry II	4
CORE / Electives		3

### Sophomore Year

#### Semester I

PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
PHYS 281	Introduction to Optics	1
MATH 250	Calculus III	4
CHEM 301 & 301L	Organic Chemistry I	4
CORE / Electives		3

#### Semester II

PHYS 272 & 272L	Introduction to Modern Physics	4
PHYS 282	Introduction to Methods in Computational Physics	1
BIOL 242 & 242L	Genomes and Evolution	4
CHEM 302 & 302L	Organic Chemistry II	4
CORE / Electives		3

### Junior Year

#### Semester I

PHYS 319	Thermal and Statistical Physics	3
PHYS 381	Experimental Biophysics	4
PHYS 400	Research Forum	1
PHYS 496	Research	1
CORE / Electives		6

#### Semester II

PHYS 340	Biological Physics	3
CHEM 331	Biochemistry	3
PHYS 496	Research	1
CORE / Electives		9

### Senior Year

#### Semester I

PHYS 325	Introduction to Fluids (suggested elective)	3
BIOL 300	Genetics	3
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
PHYS 496	Research	1
CORE / Electives		9

#### Semester II

PHYS 371	Computational Physics (suggested elective)	3
PHYS 495	Seminar II: Frontiers of Physics	1
PHYS 496	Research	1
CORE / Electives		12

## The Biophysics BA Major

### Preparation for the Major (42 units)

Preparation for the Biophysics BA Major is designed to give students a broad background in physics, biology, chemistry, and math.

Code	Title	Units
Physics Courses		
PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4
PHYS 281	Introduction to Optics	1
PHYS 272 & 272L	Introduction to Modern Physics and Introduction to Modern Physics Lab	4
PHYS 282	Introduction to Methods in Computational Physics	1
Mathematics Courses		
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
Chemistry Courses		
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4-5
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
Biology Courses		
BIOL 240 & 240L	Bioenergetics and Systems and Bioenergetics and Systems Laboratory	4
BIOL 242 & 242L	Genomes and Evolution and Genomes and Evolution Laboratory	4
Total		42

## Major Requirements (26-27 units)

Courses required for the Biophysics BA Major reflect the integration of the sciences, with upper-division courses from a variety of STEM disciplines, as well as interdisciplinary Biophysics lecture and lab courses. Students are urged to work with their biophysics academic advisor to work out a schedule of courses and electives that best fits their interdisciplinary interests, goals and aspirations.

Code	Title	Units
PHYS 340	Biological Physics	3
PHYS 381	Experimental Biophysics	4
PHYS 487 or PHYS 496	Experiential Physics or Research	1

PHYS 493	Seminar I: The Craft of Scientific Presentation	1
PHYS 495	Seminar II: Frontiers of Physics	1
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	4
CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry II Laboratory	3-4
or PHYS 319	Thermal and Statistical Physics	
BIOL 300	Genetics	3
Two 300-level Electives from PHYS, CHEM, BIOL, EOSC, NEUR, MATH, MENG, COMP, ELEC, ISYE or GENG (subject to advisor approval)		6
<b>Total Units</b>		<b>26-27</b>

## Recommended Program of Study for Biophysics BA Major

### Freshman Year

#### Semester I

MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
BIOL 240 & 240L	Bioenergetics and Systems	4
CORE / Electives		3

#### Semester II

PHYS 270 & 270L	Introduction to Mechanics	4
MATH 151	Calculus II	4
CHEM 152 & 152L	General Chemistry II	4
CORE / Electives		0-3

### Sophomore Year

#### Semester I

PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
PHYS 281	Introduction to Optics	1
MATH 250	Calculus III	4
CHEM 301 & 301L	Organic Chemistry I	4
CORE / Electives		0-3

#### Semester II

PHYS 272 & 272L	Introduction to Modern Physics	4
PHYS 282	Introduction to Methods in Computational Physics	1
BIOL 242 & 242L	Genomes and Evolution	4
CORE / electives		6

### Junior Year

#### Semester I

PHYS 319 or CHEM 302 <i>and</i> CHEM 302L	Thermal and Statistical Physics Organic Chemistry II Organic Chemistry II Laboratory	3-4
PHYS 381	Experimental Biophysics	4
PHYS 487	Experiential Physics	1
CORE / electives		6

### Semester II

PHYS 340	Biological Physics	3
CORE / Electives		12

### Senior Year

#### Semester I

BIOL 300	Genetics	3
STEM elective		3
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
CORE / Electives		9

#### Semester II

PHYS 495	Seminar II: Frontiers of Physics	1
STEM elective		3
CORE / Electives		12

### PHYS 102 | PHYSICS OF MODERN LIFE

**Units: 4 Repeatability: No**

**Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area**

**Non-Core Attributes: Lab**

An introduction to physics concepts and principles with tangents into related technologies and global issues. Special attention is paid to devices and networks that furnish necessities of modern life. No background in physical science is required. Lab component involves guided hands-on investigation of physics principles and related technologies.

### PHYS 105 | PHYSICAL SCIENCES FOR K-8 TEACHERS

**Units: 3 Repeatability: No**

**Core Attributes: Science/Tech Inquiry area**

**Non-Core Attributes: Lab**

A laboratory/lecture/discussion class designed to lead students toward an understanding of selected topics in chemistry and physics. The course topics are selected to satisfy the Physical Science specifications of the Science Content Standards for California Public Schools (K-12). Enrollment is limited to liberal studies majors. Two two-hour laboratory sessions per week. This course is cross-listed with Chemistry 105. Fall semester.

### PHYS 136 | GENERAL PHYSICS I

**Units: 3 Repeatability: No**

Prerequisites: MATH 115 or MATH 130 or MATH 150 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year  
Corequisites: PHYS 136L

A study of the fundamental principles of mechanics, wave motion, sound, fluids, and heat. Physics principles will be covered using algebra and trigonometry. Three hours of lecture weekly. Concurrent enrollment in 136L required.

### PHYS 136L | GENERAL PHYSICS I LAB

**Units: 1 Repeatability: No**

**Non-Core Attributes: Lab**

Prerequisites: PHYS 136 (Can be taken Concurrently)

A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

### PHYS 137 | GENERAL PHYSICS II

**Units: 3 Repeatability: No**

Prerequisites: PHYS 136 and PHYS 136L

Corequisites: PHYS 137L

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Physics principles will be covered using algebra and trigonometry. Three hours of lecture weekly. Concurrent enrollment in 137L required.

**PHYS 137L | GENERAL PHYSICS II LAB****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: PHYS 137 (Can be taken Concurrently)

A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

**PHYS 270 | INTRODUCTION TO MECHANICS****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area**

Prerequisites: MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-

Corequisites: PHYS 270L

A study of the fundamental principles of Newtonian mechanics, kinematics, and momentum and energy conservation laws. Harmonic oscillations and wave motion will also be discussed. Three hours of lecture weekly. Concurrent enrollment in 270L required.

**PHYS 270L | MECHANICS LAB****Units: 1 Repeatability: No****Core Attributes: Science/Tech Inquiry area****Non-Core Attributes: Lab**

Prerequisites: PHYS 270 (Can be taken Concurrently)

A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

**PHYS 271 | INTRODUCTION TO ELECTRICITY AND MAGNETISM****Units: 3 Repeatability: No**

Prerequisites: (PHYS 270 with a minimum grade of C- and PHYS 270L with a minimum grade of C-) or (PHYS 136 with a minimum grade of C- and PHYS 136L with a minimum grade of C-) and MATH 151 and PHYS 271L (Can be taken Concurrently)

A study of the fundamental principles of classical electricity and magnetism focusing on electrostatics and magnetic force. Circuits, electromagnetism, and light are also introduced. Three hours of lecture weekly. Concurrent enrollment in 271L required.

**PHYS 271L | INTRODUCTION TO ELECTRICITY AND MAGNETISM LAB****Units: 1 Repeatability: No****Core Attributes: Science/Tech Inquiry area**

Prerequisites: PHYS 271 (Can be taken Concurrently)

A laboratory course that introduces the concepts and techniques of experimental physics. Meets weekly.

**PHYS 272 | INTRODUCTION TO MODERN PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 271 with a minimum grade of C- and PHYS 271L with a minimum grade of C- and MATH 250 (Can be taken Concurrently)

An introduction to modern physics including principles and applications of quantum mechanics, atomic and nuclear physics, and special relativity. Required for all physics and biophysics majors and physics minors, and is an accepted elective for engineering students. For physics and biophysics majors concurrent enrollment in PHYS 272L and PHYS 282 is required.

**PHYS 272L | INTRODUCTION TO MODERN PHYSICS LAB****Units: 1 Repeatability: No****Core Attributes: Quantitative reasoning comp****Non-Core Attributes: Lab**

Corequisites: PHYS 272

Laboratory experiments to illustrate the topics presented in the lecture course: Introduction to Modern Physics (PHYS 272).

**PHYS 281 | INTRODUCTION TO OPTICS****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: (PHYS 270 with a minimum grade of C- and PHYS 270L with a minimum grade of C-) or (PHYS 136 with a minimum grade of C- and PHYS 136L with a minimum grade of C-) and MATH 151 and PHYS 271L

This lab course provides a hands-on introduction to the fundamentals of optics.

Several guided lab activities will introduce basic concepts in optics including reflection, refraction, image formation, coherence, diffraction and interference.

Following these guided labs, students will have the final few weeks to work in teams on a project of their own design. Projects may extend any of the earlier lab activities or explore several other options that will be presented. But students are encouraged to pursue any feasible optics project they find exciting.

**PHYS 282 | INTRODUCTION TO METHODS IN COMPUTATIONAL PHYSICS****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: PHYS 272 (Can be taken Concurrently)

A hands-on introduction to the fundamentals of using computation in physics and biophysics. A combination of in-class guided group practice and at-home individual practice will be employed to introduce, practice and apply fundamental computational techniques including: the declaration and manipulation of variables and arrays, conditional statements, loops, as well as procedural programming through creating functions. These fundamentals will be applied to creating graphical representations and performing calculations to further elucidate topics discussed in PHYS 272. Computational techniques will be introduced to highlight the application of these fundamentals. These techniques may include: solutions to initial value problem ordinary differential equations; solving boundary value problems and the eigenvalue problem; and statistics and stochastic methods.

**PHYS 294 | SPECIAL TOPICS IN PHYSICS AND BIOPHYSICS****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

Topics chosen by the instructor in areas that include but are not limited to: Newtonian mechanics, electricity and magnetism, waves, optics, physics and society, modern physics, astronomy, fluids, and thermodynamics. May be repeated for credit if the course material is different.

**PHYS 300 | MATHEMATICAL METHODS OF THEORETICAL PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 271 with a minimum grade of C- and PHYS 271L with a minimum grade of C- and MATH 250 and PHYS 272 (Can be taken Concurrently)

An introduction to the methods of theoretical physics that uses physical applications to introduce mathematical techniques. This course will cover: the eigenvalue problem; Taylor expansions in one and multiple variables; solutions techniques to ordinary differential equations; Fourier analysis; separation of variables in partial differential equations; probability distribution functions and Dirac delta function. Other topics that may be discussed at the instructor's discretion include: complex variables; Green's functions and solutions to partial differential equations; vector spaces and group theory; chaos theory; special functions; Monte Carlo methods; and computational applications.

**PHYS 301 | ENERGY AND THE ENVIRONMENT****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

Energy is the lifeblood of civilization, but its use entails substantial environmental costs. This course examines the physics and technology of energy production, distribution and use, as well as its environmental and societal consequences. It is suitable for students having completed lower-division physics.



**PHYS 307 | ASTROPHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

A study of the fundamental principles of astrophysics including topics such as stellar formation, life and death, galaxy evolution, special and general relativity, and cosmology.

**PHYS 314 | ANALYTICAL MECHANICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

Statics and dynamics are developed using vector analysis, the Hamiltonian and Lagrangian formulations. Orbit theory and chaos are among the special topics treated.

**PHYS 319 | THERMAL AND STATISTICAL PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

This course develops modern statistical mechanics and its application to thermodynamic principles and phenomena. Topics include ideal gases, phase transitions, stellar systems, chemical equilibrium, kinetic theory, paramagnetism, polymers and biophysics.

**PHYS 324 | ELECTROMAGNETISM****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter, solutions of boundary value problems, special relativity and radiation theory are also developed. Three lectures per week.

**PHYS 325 | INTRODUCTION TO FLUIDS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

An introduction to the basic principles of fluids. This course will serve as an introduction to concepts used in physical oceanography, atmospheric science, and other disciplines in which fluids are studied or utilized. Examples of applications to a broad range of disciplines (physics, engineering, earth sciences, astrophysics, and biology) will be developed.

**PHYS 330 | QUANTUM MECHANICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

Introduction to the fundamental properties of nonrelativistic quantum mechanics, including the Schrödinger equation in 1-3 dimensions, the mathematical formalism (involving linear algebra and partial differential equations) of quantum theory, the solution of the hydrogen atom, and elementary perturbation and scattering theory. Entanglement, Bell's theorem, exotic states of matter, and history of physics are among the special topics discussed.

**PHYS 331 | ADVANCED TOPICS IN QUANTUM PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 330

Applications of Quantum Theory in areas such as atomic, nuclear, solid state, and elementary particle physics.

**PHYS 340 | BIOLOGICAL PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

Biological physics introduces the interface between the two classic sciences. Physics principles and techniques are applied to questions and problems in biology with a focus on molecular and cellular biology. Topics will be introduced systematically, building on the fundamentals of thermodynamics up to current cutting edge research topics such as protein folding, molecular machines and brain function. Specific topics may include single-molecule biophysics, optical trapping, molecular and cellular self-assembly, gene regulation, biomaterials and biomedical imaging.

**PHYS 371 | COMPUTATIONAL PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C- and PHYS 282

A hands-on introduction to the implementation of computational algorithms to solve problems in physics and biophysics and the interpretation of the results. Detailed topics covered will depend on instructor expertise. Topics may include solutions to ordinary and partial differential equations, linear algebra, fast Fourier transforms, numerical integration, differentiation and approximation, statistics and Monte Carlo methods.

**PHYS 381 | EXPERIMENTAL BIOPHYSICS****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Quantitative reasoning comp**

Prerequisites: PHYS 272 and PHYS 272L

A laboratory-based course introducing biophysics majors to interdisciplinary research techniques. Instrumentation development and experimental research explore topics of fluorescence and force spectroscopy, molecular diffusion, fluctuation-dissipation theory and viscoelasticity related to molecular and cellular biophysical systems. Students are trained in wet-lab techniques and computational methods using Matlab and Fiji. This is the primary upper-division laboratory requirement for biophysics majors and fulfills the core advanced writing and quantitative reasoning requirements. Students write and edit research reports on their experimental results at a level suitable for journal publication. The writing process also includes literature search techniques and an introduction to the peer review process.

**PHYS 400 | RESEARCH FORUM****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Undergraduate Research**

Prerequisites: PHYS 496 (Can be taken Concurrently)

PHYS 400 brings together all Physics and Biophysics majors involved in undergraduate research (PHYS 496) to provide a formal platform to: (1) gain skills in abstract writing and poster preparation, (2) engage in the scientific literature, (3) form a community of scholars, (4) develop a sense of ownership of their work, and (5) contextualize how their research fits into the big picture. The course meets weekly for 1 hour. Class time is primarily devoted to: learning about and practicing to write scientific abstracts and prepare posters, and having journal club style discussions on student-chosen papers. Outside of class, students are responsible for completing literature searches, reading assigned research papers, writing abstracts, preparing posters, and writing research summaries. PHYS 496 is a required concurrent prerequisite. Offered in Fall semesters.

**PHYS 471 | ADVANCED COMPUTATIONAL PHYSICS LABORATORY****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: PHYS 319 or PHYS 371

A writing-intensive advanced laboratory course where students learn to apply sophisticated computational tools to scientific problems. Through multi-week group projects, students will choose the overall computational approach, combine numerical and analytic work as appropriate, and evaluated the validity and applicability of results. Students will devote significant time to writing research reports in the style of peer-reviewed scientific journal articles, supported by dedicated writing instruction and intensive feedback.

**PHYS 480 | EXPERIMENTAL MODERN PHYSICS****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: PHYS 330

A laboratory-based course focused on the introduction to principles of research techniques with an emphasis on modern physics. Experiments illustrate physical phenomena pertaining to core areas of physics: quantum mechanics, atomic and nuclear physics, laser physics and plasma physics. Analog and digital data acquisition instrumentation, high-resolution optical and laser technology, and phase sensitive detection technology will be explored. This course is the required writing-intensive course for physics majors and fulfills the upper-division core writing requirement. Students write papers up to professional standards required of publication in physics research journals, learn to write mathematical prose, engage in the peer review process, and learn to code LaTeX.

**PHYS 481W | EXPERIMENTAL BIOPHYSICS****Units: 4****Non-Core Attributes: Writing-Pre F17 CORE**

Prerequisites: PHYS 272 and PHYS 272L and MATH 250

A laboratory-based course focused on the introduction to principles of biophysics research techniques. Instrumentation development and experimental research will explore topics of fluorescence and force spectroscopy, molecular diffusion, fluctuation-dissipation theory and viscoelasticity related to molecular and cellular biophysical systems. Students will also be trained in general wet-lab techniques and computational data acquisition and analysis using Labview and Matlab. This course is the primary upper division laboratory requirement for the biophysics major and fulfills the upper division core writing requirement. Students will write and edit research reports on their experimental results at a level suitable for journal publication. The writing process will also include literature search techniques and an introduction to the peer review process.

**PHYS 487 | EXPERIENTIAL PHYSICS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

An independent experiential learning project focused on broad applications of physics and biophysics. Projects can include but are not limited to: teaching assistantships, internships, community outreach, communication/media, secondary school teaching, and traditional physics or biophysics research. All projects must be approved and supervised by a faculty mentor in the physics and biophysics department. A student seeking PHYS 487 credit must take initiative to meet with his/her academic advisor to identify projects that best meet his/her interests and goals. Once a student has identified a faculty mentor and project, he/she can enroll in PHYS 487 by completing the application form found on the Student Resources page of the department website. The detailed requirements for earning PHYS 487 credit can also be found on the Student Resources page.

**PHYS 493 | SEMINAR I: THE CRAFT OF SCIENTIFIC PRESENTATION****Units: 1 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: PHYS 496

First semester of the physics and biophysics seminar series devoted to instruction on scientific presentations. Students give short presentations on topics of interest, and prepare a lengthy presentation on their research. Stress is laid on the preparation, execution, and critique of effective scientific presentations. One hour per week. Fall semester.

**PHYS 494 | SPECIAL TOPICS IN PHYSICS AND BIOPHYSICS****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: PHYS 271 and PHYS 271L

Topics chosen by the instructor in areas that include but are not limited to: condensed matter physics, quantum field theory, general relativity, plasma physics, electronics, soft matter physics, particle physics, neurophysics, and advanced physics and biophysics laboratories. May be repeated for credit if the course material is different.

**PHYS 495 | SEMINAR II: FRONTIERS OF PHYSICS****Units: 1 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: PHYS 272

The second semester of the capstone seminar series for the Physics and Biophysics major that fulfills the Advanced Integration component of the Core curriculum. This course focuses on exposure to the breadth of current physics-related research topics, and understanding the impact and context of the research through the lens of other disciplines. Students will learn about a wide range of cutting-edge research topics such as: dark matter, global warming and alternative energy sources, biomechanics, graphene, neutrinos, etc. They will also learn about how the research fits into the “big picture” by considering ethical, political, societal, technological and/or historical issues related to the research. These goals are achieved through attending seminars, meeting with scientists, and completing routine reading and writing assignments. The course culminates with a final project in which students investigate and articulate the connection of one of the covered research topics to another discipline.

**PHYS 496 | RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: PHYS 400 (Can be taken Concurrently)

An independent research project supervised by a faculty mentor in the physics and biophysics department. A student seeking PHYS 496 credit must take initiative to meet with faculty members to learn about their research interests and possible problems to research. Once a student has identified a faculty mentor and project, he/she can enroll in PHYS 496 by completing the application form found on the Student Resources page of the department website. The detailed requirements for earning PHYS 496 credit can also be found on the Student Resources page. Students completing their first unit of PHYS 496 must be concurrently enrolled in PHYS 400.

**PHYS 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

## Physics

Physics is the most fundamental of the sciences, exploring the universe from its smallest to grandest scales. Physicists use the language of mathematics to understand and describe nature in both its greatest simplicity and its most uncontrollable complexity. Students of physics become model-builders of everything from the architecture of the cosmos, to the substructure of the nuclei, and even the hidden patterns of the stock market.

**Physics BS Degree:** The BS degree in physics prepares students for a wide range of career paths including graduate programs in physics, astronomy, or engineering; as well as careers in data science, engineering and national laboratories.

**Engineering Physics Pathway:** Students completing a BS in Physics can also complete a **multiple degree program with Shiley-Marcos School of Engineering** to receive a BS in Physics and a BA/BS in Mechanical Engineering in 4.5 years.

**Physics BA Degree:** The BA degree in physics offers more flexibility than the BS degree and is designed for students wishing to pursue multiple minors, a double major, or a teaching credential. Students earning a BA degree are also well suited for professional studies in law, business, or education. The flexibility of the BA program is well suited for students considering non-STEM careers in, for example, business, education or law while also leaving open the door for certain STEM graduate programs or employment. Additionally, the BA option may appeal to those interested in pursuing interdisciplinary fields such as patent law, science journalism or science policy.

**Physics Education Pathway:** Students earning a BA in physics can also pursue the **Integrated Teacher Preparation Program (ITPP)** in which students can earn a teaching credential and prepare for the California Subject Examination

for Teachers (CSET). This program is ideal for students interested in middle or secondary education (grades 6-12).

## Physics BS Major

### Preparation for the Major (29-34 Units)

Code	Title	Units
PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4
PHYS 281 or ENGR 103	Introduction to Optics User-Centered Design	1-3
PHYS 272 & 272L	Introduction to Modern Physics and Introduction to Modern Physics Lab	4
PHYS 282 or ENGR 121	Introduction to Methods in Computational Physics Engineering Programming	1-3
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
MATH 260 or MATH 262 or CHEM 151 & 151L	Foundations of Higher Mathematics Discrete Mathematics General Chemistry I and General Chemistry I Laboratory	3-4
<b>Total Units</b>		<b>29-34</b>

### Major Requirements (39-47 Units)

Upper-division coursework in physics includes PHYS 300, PHYS 314, PHYS 319, PHYS 324, PHYS 330, PHYS 371 and PHYS 480. In addition, students must complete 12 units of 300-level physics electives. The major culminates with independent research (PHYS 400 and PHYS 496) and our seminar series (PHYS 493 and PHYS 495). Students are encouraged to start research (PHYS 496) as early as possible and take more than 2 units. Students are also highly encouraged to minor in Mathematics. Those majors intending to pursue graduate work in physics should take as many upper-division physics and mathematics courses as will fit into their schedule.

For students in the PHYS-MENG multiple degree program, the requirement for 12 physics elective units is replaced with 3 units of 300-level physics electives and MENG 400/MENG 400L. PHYS 300 can be replaced with MATH 310 and (MATH 315 or ISYE 330), PHYS 281 can be replaced with ENGR 103, and PHYS 282 can be replaced with ENGR 121. COMM 203 is a suitable replacement for PHYS 493 and MENG 491 is a suitable replacement for PHYS 400, if desired.

Code	Title	Units
PHYS 300	Mathematical Methods of Theoretical Physics (OR MATH 310 and (ISYE 330 or MATH 315)*)	3-6
PHYS 314	Analytical Mechanics	3
PHYS 319	Thermal and Statistical Physics	3
PHYS 324	Electromagnetism	3
PHYS 330	Quantum Mechanics	3
PHYS 371	Computational Physics	3
PHYS 480	Experimental Modern Physics	4
PHYS 493 or COMM 203	Seminar I: The Craft of Scientific Presentation Public Speaking	1-3
PHYS 400	Research Forum	1-3

or MENG 491	Senior Design Project I	
PHYS 495	Seminar II: Frontiers of Physics	1
PHYS 496	Research (or 1 unit of PHYS 496 and 1 unit of MENG 492)	2
12 units of 300-level physics electives, or (3 units of 300-level physics electives and MENG 370, MENG 460 and MENG 400 & MENG 400L)*		12-13
*required for the PHYS-MENG multiple degree program		
<b>Total Units</b>		<b>39-47</b>

## Recommended Program of Study for Physics BS Major

The following program of study fulfills the minimum requirement for a **physics BS major**. However, junior and senior year physics courses will depend on the student's graduation year, as many upper-division courses are offered every other year. Students are encouraged to meet with their academic advisors to map out a schedule that best fits their needs and interests.

### Freshman Year

Semester I		Units
LLC Course		3
MATH 150	Calculus I	4
Core or Electives		9

### Semester II

PHYS 270 & 270L	Introduction to Mechanics	4
MATH 151	Calculus II	4
Core or Electives		7-9

### Sophomore Year

#### Semester I

PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
PHYS 281	Introduction to Optics	1
MATH 250	Calculus III	4
Core or Electives		5-8

#### Semester II

PHYS 272 & 272L	Introduction to Modern Physics	4
PHYS 282	Introduction to Methods in Computational Physics	1
PHYS 400	Research Forum	1
MATH 260 or 262	Foundations of Higher Mathematics Discrete Mathematics	3
PHYS 496	Research	1
Core or Electives		2-5

### Junior Year

#### Semester I

PHYS 300	Mathematical Methods of Theoretical Physics	3
PHYS 371	Computational Physics	3
PHYS 494	Special Topics in Physics and Biophysics (example PHYS elective)	3
PHYS 496	Research	1-2
Core or Electives		3-5

**Semester II**

PHYS 314	Analytical Mechanics	3
PHYS 319	Thermal and Statistical Physics	3
PHYS 340	Biological Physics (example PHYS elective)	3
Core or Electives		2-5
PHYS 496	Research	1-2

**Senior Year****Semester I**

PHYS 330	Quantum Mechanics	3
PHYS 324	Electromagnetism	3
PHYS 325	Introduction to Fluids (example PHYS elective)	3
Core or Electives		2-5
PHYS 496	Research	1-2

**Semester II**

PHYS 480	Experimental Modern Physics	4
PHYS 307	Astrophysics (example PHYS elective)	3
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
PHYS 495	Seminar II: Frontiers of Physics	1
Core or Electives		5-8
PHYS 496	Research	1-2

**Semester II**

PHYS 272 & 272L	Introduction to Modern Physics	4
MATH 310	Applied Mathematics for Science and Engineering I	3
ELEC 201	Electrical Circuits	4
MENG 210	Statics	3
MENG 260	Introduction to Thermal Sciences	3

**Junior Year****Semester I**

MATH 315 or ISYE 330	Applied Probability and Statistics Engineering Probability and Statistics	3
MENG 351	Machine Shop Practices	1
MENG 300	Applied Thermodynamics	3
MENG 352	CAD Practices	1
MENG 375	Dynamics	3
ENGR 311	Engineering Materials Science	3
MENG 460	System Dynamics and Vibrations	3

**Semester II**

MENG 360 & MENG 360L	Fluid Mechanics	4
MENG 370 & 370L	Mechanics of Materials	4
ISYE 350 & 350L	Manufacturing Processes	4
PHYS 319 <sup>1</sup>	Thermal and Statistical Physics (counts as MENG Elective #1)	3

**Senior Year****Semester I**

PHYS 314	Analytical Mechanics	3
PHIL 342	Engineering Ethics	3
MENG 400 & 400L	Heat Transfer (counts as PHYS Elective #1)	4
MENG 430	Design of Machine Elements	3
MENG 491W	Senior Design Project I	4

**Semester II**

MENG 492	Senior Design Project II	3
PHYS 324 <sup>1</sup>	Electromagnetism (counts as MENG Elective #2)	3
PHYS 307	Astrophysics (example PHYS elective)	3
Core or Electives		6

**Senior Year 2****Semester I**

PHYS 330 <sup>1</sup>	Quantum Mechanics (counts as MENG Elective #3)	3
PHYS 371	Computational Physics	3
PHYS 496 <sup>3</sup>	Research	1
Core and Electives		5

**Semester II**

PHYS 480	Experimental Modern Physics (counts as MENG Elective #5)	4
PHYS 493	Seminar I: The Craft of Scientific Presentation	1

## PHYS-MENG Multiple Degree Program: Requirements & Recommended Course Schedule

The following program of study fulfills the minimum requirement for a **Physics BS and a Mechanical Engineering BA/BS**. However, junior and senior year physics courses will depend on the student's graduation year, as many upper-division physics courses are offered every other year. Students are encouraged to meet with their academic advisors to map out a schedule that best fits their needs and interests.

**Freshman Year****Semester I**

ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
ENGR 121	Engineering Programming	3
Core or Electives		6

**Semester II**

ENGR 102	Introduction to Electromechanical System Design	3
PHYS 270 & 270L	Introduction to Mechanics	4
MATH 151	Calculus II	4
CHEM 151 & 151L	General Chemistry I	4-5
Core or Electives		3

**Sophomore Year****Semester I**

ENGR 103	User-Centered Design	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
MATH 250	Calculus III	4
Core or Electives		6



PHYS 495	Seminar II: Frontiers of Physics	1
Core and Electives		6-9

1. There are 5 MENG elective requirements in the MENG major, one of which must be a simulations course. PHYS 319, 324, 330, 480, and 371 count as MENG electives, with PHYS 371: Computational Physics, counting as the simulations elective.

2. ROTC students may substitute NAVS 201 (<http://www.sandiego.edu/engineering/programs/mechanical-engineering/curriculum.php>), MILS 301 (<http://www.sandiego.edu/engineering/programs/mechanical-engineering/curriculum.php>), or SDSU AS 300A for COMM 203 (<http://www.sandiego.edu/engineering/programs/mechanical-engineering/curriculum.php>), which is the commonly taken in the engineering program. These classes will not satisfy university core requirements. Instead we recommend a 1 unit course that has the university core Oral Communication attribute, PHYS 493

3. Research is often completed in the summer

## Physics BA Major

### Preparation for the Major (34 Units)

Code	Title	Units
PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4
PHYS 281	Introduction to Optics	1
PHYS 272 & 272L	Introduction to Modern Physics and Introduction to Modern Physics Lab	4
PHYS 282	Introduction to Methods in Computational Physics	1
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
8 units of: CHEM 151/151L, CHEM 152/152L, BIOL 240/240L, BIOL 242/242L		8
<b>Total Units</b>		<b>34</b>

### Major Requirements (28 Units)

Upper-division coursework in physics includes PHYS 300, PHYS 330, PHYS 480, and any 2 other 300-level physics electives. The major culminates with an experiential learning experience (PHYS 487 or PHYS 496), that can include research, internships, outreach teaching, etc.; and our seminar series (PHYS 493 and PHYS 495). The remaining 9 units are electives that can be taken in PHYS, CHEM, BIOL, EOSC, NEUR, MATH, MENG, COMP, ELEC, ISYE, or GENG.

For students pursuing the **Integrated Teacher Preparation Program (ITPP)** the required secondary school teaching for the Credential Program fulfills the PHYS 487 requirement.

Code	Title	Units
PHYS 300	Mathematical Methods of Theoretical Physics	3
PHYS 330	Quantum Mechanics	3
PHYS 480	Experimental Modern Physics	4
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
PHYS 495	Seminar II: Frontiers of Physics	1
PHYS 487	Experiential Physics	1

or PHYS 496	Research	
6 units of: PHYS 314, PHYS 324, PHYS 319, PHYS 371		6
9 upper-division units from: PHYS, CHEM, BIOL, EOSC, NEUR, MATH, MENG, COMP, ELEC, ISYE, or GENG		9
<b>Total Units</b>		<b>28</b>

### Recommended Program of Study for Physics BA Major

#### Freshman Year

Semester I		Units
LLC Course		3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Core / Electives		9

#### Semester II

PHYS 270 & 270L	Introduction to Mechanics	4
MATH 151	Calculus II	4
CHEM 152 & 152L	General Chemistry II	4
Core / Electives		6

#### Sophomore Year

Semester I		Units
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
PHYS 281	Introduction to Optics	1
MATH 250	Calculus III	4
Core / Electives		6

#### Semester II

PHYS 272 & 272L	Introduction to Modern Physics	4
PHYS 282	Introduction to Methods in Computational Physics	1
Core / Electives		9

#### Junior Year

Semester I		Units
PHYS 300	Mathematical Methods of Theoretical Physics	3
PHYS Elective 1 <sup>1</sup>		3
STEM Elective 1 <sup>2</sup>		3
Core / Electives		6

#### Semester II

PHYS 330	Quantum Mechanics	3
PHYS 487 or 496	Experiential Physics Research	1
STEM Elective 2 <sup>2</sup>		
Core / Electives		9

#### Senior Year

Semester I		Units
PHYS 493	Seminar I: The Craft of Scientific Presentation	1
STEM Elective 3 <sup>2</sup>		
Core / Electives		12
Semester II		

PHYS 480	Experimental Modern Physics	4
PHYS 495	Seminar II: Frontiers of Physics	1
PHYS Elective 2 <sup>1</sup>		
Core / Electives		9

<sup>1</sup>choose from PHYS 314, PHYS 324, PHYS 319, PHYS 371

<sup>2</sup> 300-level course from PHYS, CHEM, BIOL, EOSC, NEUR, MATH, MENG, COMP, ELEC, ISYE, GENG

## Integrated Teacher Preparation Program (ITPP): Requirements & Recommended Course Schedule

The Integrated Teacher Preparation Program (ITPP) provides paths to 4-year science and math degrees that include a teaching credential and preparation for the California Subject Examination for Teachers (CSET). Students who are interested in middle or secondary education (grades 6-12) in California may earn a BA degree in physics while simultaneously completing requirements for a teaching credential. The degree integrates content knowledge and laboratory practices in the discipline, evidence-based teaching/learning theories, teaching performance expectations, and pre-student teaching clinical practice while satisfying baccalaureate degree requirements and CTC single subject credential program standards. There is some flexibility to meet individual needs. Students are encouraged to consult the ITPP website (<http://www.sandiego.edu/itpp>) and advisors ([itpp@sandiego.edu](mailto:itpp@sandiego.edu)) to ensure that their needs and interests will be met.

In addition to the required courses for the physics BA degree, students completing the ITPP pathway must also take:

Code	Title	Units
BIOL 240 & 240L	Bioenergetics and Systems and Bioenergetics and Systems Laboratory	4
or CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	
BIOL 242 & 242L	Genomes and Evolution and Genomes and Evolution Laboratory	4
or CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	
EOSC 110	Introduction to Geosciences	4
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 301P	Methods for Language & Literacy	3
EDTE 304P	Secondary Methods I	3
EDTE 306P	Secondary Methods II: Science	3
EDTE 310P	Educational Psychology	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
EDTE 312P	Methods for English Learners	3
EDUC 491P	Student Teaching for the Single Subject Credential	9
EDUC 491S	Student Teaching Seminar for the Single Subject Credential	3
<b>Total Units</b>		<b>45</b>

The following paradigm is included as a guide only, and should not be interpreted in a rigid sense. Physics courses may be taken at any time as long as the course prerequisites have been satisfied.

## Recommended Course Schedule, Physics ITPP Pathway

### Freshman Year

Semester I		Units
LLC Course		3
CHEM 151 & 151L	General Chemistry I	4
MATH 150	Calculus I	4
Core / Electives		6

### Semester II

PHYS 270 & 270L	Introduction to Mechanics	4
MATH 151	Calculus II	4
CHEM 152 & 152L	General Chemistry II	4
Core / Electives		3

### Semester III (Summer)

EOSC 110	Introduction to Geosciences	4
BIOL 240 & 240L	Bioenergetics and Systems	4

### Sophomore Year

#### Semester I

PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
PHYS 281	Introduction to Optics	1
MATH 250	Calculus III	4
EDTE 300P	Diversity, Inclusion & Schooling	3
Core / Electives		3

#### Semester II

PHYS 272 & 272L	Introduction to Modern Physics	4
PHYS 282	Introduction to Methods in Computational Physics	1
PHYS 300	Mathematical Methods of Theoretical Physics	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
Core / Electives		3

### Semester III (Summer)

BIOL 242 & 242L	Genomes and Evolution	4
EDTE 310P	Educational Psychology	3

### Junior Year

#### Semester I

PHYS 330	Quantum Mechanics	3
STEM Elective 1 <sup>2</sup>		3
PHIL 341	Ethics and Education	3
EDTE 304P	Secondary Methods I	3
Core / Electives		3

#### Semester II

PHYS 480	Experimental Modern Physics	4
PHYS Elective 1 <sup>1</sup>		3
EDTE 306P	Secondary Methods II: Science	3

EDTE 312P	Methods for English Learners
Core / Electives	
<b>Semester III (Summer)</b>	
Core / Electives	
<b>Semester I</b>	
STEM Elective 2 <sup>2</sup>	
EDUC 491P <sup>3</sup>	Student Teaching for the Single Subject Credential
EDTE 301P	Methods for Language & Literacy
EDUC 491S	Student Teaching Seminar for the Single Subject Credential

**Semester II**

PHYS 493	Seminar I: The Craft of Scientific Presentation
PHYS 495	Seminar II: Frontiers of Physics
PHYS Elective 2 <sup>1</sup>	
STEM Elective 3 <sup>2</sup>	
Core / Electives	

<sup>1</sup>choose from PHYS 314, PHYS 319, PHYS 324, PHYS 371

<sup>2</sup> 300-level course from PHYS, CHEM, BIOL, EOSC, NEUR, MATH, MENG, COMP, ELEC, ISYE, GENG

<sup>3</sup>EDUC 491P counts as Phys 487 requirement for BA major

## Physics Minor

The 18 units required for a minor in Physics must include:

Code	Title	Units
Select either 8 units from the 270 series or units from the 136 series along with PHYS 272 & PHYS 272L		
PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4
PHYS 136 & 136L	General Physics I and General Physics I Lab	4
PHYS 137 & 137L	General Physics II and General Physics II Lab	4
PHYS 272 & 272L	Introduction to Modern Physics and Introduction to Modern Physics Lab	4
6 additional Upper-Division Units		6

**PHYS 102 | PHYSICS OF MODERN LIFE**

**Units: 4 Repeatability: No**

**Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area**  
**Non-Core Attributes: Lab**

An introduction to physics concepts and principles with tangents into related technologies and global issues. Special attention is paid to devices and networks that furnish necessities of modern life. No background in physical science is required. Lab component involves guided hands-on investigation of physics principles and related technologies.

**PHYS 105 | PHYSICAL SCIENCES FOR K-8 TEACHERS**

**Units: 3 Repeatability: No**

**Core Attributes: Science/Tech Inquiry area**

**Non-Core Attributes: Lab**

A laboratory/lecture/discussion class designed to lead students toward an understanding of selected topics in chemistry and physics. The course topics are selected to satisfy the Physical Science specifications of the Science Content Standards for California Public Schools (K-12). Enrollment is limited to liberal studies majors. Two two-hour laboratory sessions per week. This course is cross-listed with Chemistry 105. Fall semester.

**PHYS 136 | GENERAL PHYSICS I**

**Units: 3 Repeatability: No**

Prerequisites: MATH 115 or MATH 130 or MATH 150 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year  
 Corequisites: PHYS 136L

A study of the fundamental principles of mechanics, wave motion, sound, fluids, and heat. Physics principles will be covered using algebra and trigonometry. Three hours of lecture weekly. Concurrent enrollment in 136L required.

**PHYS 136L | GENERAL PHYSICS I LAB**

**Units: 1 Repeatability: No**

**Non-Core Attributes: Lab**

Prerequisites: PHYS 136 (Can be taken Concurrently)

A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

**PHYS 137 | GENERAL PHYSICS II**

**Units: 3 Repeatability: No**

Prerequisites: PHYS 136 and PHYS 136L

Corequisites: PHYS 137L

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Physics principles will be covered using algebra and trigonometry. Three hours of lecture weekly. Concurrent enrollment in 137L required.

**PHYS 137L | GENERAL PHYSICS II LAB**

**Units: 1 Repeatability: No**

**Non-Core Attributes: Lab**

Prerequisites: PHYS 137 (Can be taken Concurrently)

A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

**PHYS 270 | INTRODUCTION TO MECHANICS**

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area**

Prerequisites: MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-

Corequisites: PHYS 270L

A study of the fundamental principles of Newtonian mechanics, kinematics, and momentum and energy conservation laws. Harmonic oscillations and wave motion will also be discussed. Three hours of lecture weekly. Concurrent enrollment in 270L required.

**PHYS 270L | MECHANICS LAB**

**Units: 1 Repeatability: No**

**Core Attributes: Science/Tech Inquiry area**

**Non-Core Attributes: Lab**

Prerequisites: PHYS 270 (Can be taken Concurrently)

A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

**PHYS 271 | INTRODUCTION TO ELECTRICITY AND MAGNETISM****Units: 3 Repeatability: No**

Prerequisites: (PHYS 270 with a minimum grade of C- and PHYS 270L with a minimum grade of C-) or (PHYS 136 with a minimum grade of C- and PHYS 136L with a minimum grade of C-) and MATH 151 and PHYS 271L (Can be taken Concurrently)

A study of the fundamental principles of classical electricity and magnetism focusing on electrostatics and magnetic force. Circuits, electromagnetism, and light are also introduced. Three hours of lecture weekly. Concurrent enrollment in 271L required.

**PHYS 271L | INTRODUCTION TO ELECTRICITY AND MAGNETISM LAB****Units: 1 Repeatability: No****Core Attributes: Science/Tech Inquiry area**

Prerequisites: PHYS 271 (Can be taken Concurrently)

A laboratory course that introduces the concepts and techniques of experimental physics. Meets weekly.

**PHYS 272 | INTRODUCTION TO MODERN PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 271 with a minimum grade of C- and PHYS 271L with a minimum grade of C- and MATH 250 (Can be taken Concurrently)

An introduction to modern physics including principles and applications of quantum mechanics, atomic and nuclear physics, and special relativity. Required for all physics and biophysics majors and physics minors, and is an accepted elective for engineering students. For physics and biophysics majors concurrent enrollment in PHYS 272L and PHYS 282 is required.

**PHYS 272L | INTRODUCTION TO MODERN PHYSICS LAB****Units: 1 Repeatability: No****Core Attributes: Quantitative reasoning comp****Non-Core Attributes: Lab**

Corequisites: PHYS 272

Laboratory experiments to illustrate the topics presented in the lecture course: Introduction to Modern Physics (PHYS 272).

**PHYS 281 | INTRODUCTION TO OPTICS****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: (PHYS 270 with a minimum grade of C- and PHYS 270L with a minimum grade of C-) or (PHYS 136 with a minimum grade of C- and PHYS 136L with a minimum grade of C-) and MATH 151 and PHYS 271L  
This lab course provides a hands-on introduction to the fundamentals of optics. Several guided lab activities will introduce basic concepts in optics including reflection, refraction, image formation, coherence, diffraction and interference. Following these guided labs, students will have the final few weeks to work in teams on a project of their own design. Projects may extend any of the earlier lab activities or explore several other options that will be presented. But students are encouraged to pursue any feasible optics project they find exciting.

**PHYS 282 | INTRODUCTION TO METHODS IN COMPUTATIONAL PHYSICS****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: PHYS 272 (Can be taken Concurrently)

A hands-on introduction to the fundamentals of using computation in physics and biophysics. A combination of in-class guided group practice and at-home individual practice will be employed to introduce, practice and apply fundamental computational techniques including: the declaration and manipulation of variables and arrays, conditional statements, loops, as well as procedural programming through creating functions. These fundamentals will be applied to creating graphical representations and performing calculations to further elucidate topics discussed in PHYS 272. Computational techniques will be introduced to highlight the application of these fundamentals. These techniques may include: solutions to initial value problem ordinary differential equations; solving boundary value problems and the eigenvalue problem; and statistics and stochastic methods.

**PHYS 294 | SPECIAL TOPICS IN PHYSICS AND BIOPHYSICS****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

Topics chosen by the instructor in areas that include but are not limited to: Newtonian mechanics, electricity and magnetism, waves, optics, physics and society, modern physics, astronomy, fluids, and thermodynamics. May be repeated for credit if the course material is different.

**PHYS 300 | MATHEMATICAL METHODS OF THEORETICAL PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 271 with a minimum grade of C- and PHYS 271L with a minimum grade of C- and MATH 250 and PHYS 272 (Can be taken Concurrently)

An introduction to the methods of theoretical physics that uses physical applications to introduce mathematical techniques. This course will cover: the eigenvalue problem; Taylor expansions in one and multiple variables; solutions techniques to ordinary differential equations; Fourier analysis; separation of variables in partial differential equations; probability distribution functions and Dirac delta function. Other topics that may be discussed at the instructor's discretion include: complex variables; Green's functions and solutions to partial differential equations; vector spaces and group theory; chaos theory; special functions; Monte Carlo methods; and computational applications.

**PHYS 301 | ENERGY AND THE ENVIRONMENT****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

Energy is the lifeblood of civilization, but its use entails substantial environmental costs. This course examines the physics and technology of energy production, distribution and use, as well as its environmental and societal consequences. It is suitable for students having completed lower-division physics.

**PHYS 307 | ASTROPHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

A study of the fundamental principles of astrophysics including topics such as stellar formation, life and death, galaxy evolution, special and general relativity, and cosmology.

**PHYS 314 | ANALYTICAL MECHANICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

Statics and dynamics are developed using vector analysis, the Hamiltonian and Lagrangian formulations. Orbit theory and chaos are among the special topics treated.



**PHYS 319 | THERMAL AND STATISTICAL PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

This course develops modern statistical mechanics and its application to thermodynamic principles and phenomena. Topics include ideal gases, phase transitions, stellar systems, chemical equilibrium, kinetic theory, paramagnetism, polymers and biophysics.

**PHYS 324 | ELECTROMAGNETISM****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter, solutions of boundary value problems, special relativity and radiation theory are also developed. Three lectures per week.

**PHYS 325 | INTRODUCTION TO FLUIDS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

An introduction to the basic principles of fluids. This course will serve as an introduction to concepts used in physical oceanography, atmospheric science, and other disciplines in which fluids are studied or utilized. Examples of applications to a broad range of disciplines (physics, engineering, earth sciences, astrophysics, and biology) will be developed.

**PHYS 330 | QUANTUM MECHANICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

Introduction to the fundamental properties of nonrelativistic quantum mechanics, including the Schrödinger equation in 1-3 dimensions, the mathematical formalism (involving linear algebra and partial differential equations) of quantum theory, the solution of the hydrogen atom, and elementary perturbation and scattering theory. Entanglement, Bell's theorem, exotic states of matter, and history of physics are among the special topics discussed.

**PHYS 331 | ADVANCED TOPICS IN QUANTUM PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 330

Applications of Quantum Theory in areas such as atomic, nuclear, solid state, and elementary particle physics.

**PHYS 340 | BIOLOGICAL PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

Biological physics introduces the interface between the two classic sciences. Physics principles and techniques are applied to questions and problems in biology with a focus on molecular and cellular biology. Topics will be introduced systematically, building on the fundamentals of thermodynamics up to current cutting edge research topics such as protein folding, molecular machines and brain function. Specific topics may include single-molecule biophysics, optical trapping, molecular and cellular self-assembly, gene regulation, biomaterials and biomedical imaging.

**PHYS 371 | COMPUTATIONAL PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C- and PHYS 282

A hands-on introduction to the implementation of computational algorithms to solve problems in physics and biophysics and the interpretation of the results. Detailed topics covered will depend on instructor expertise. Topics may include solutions to ordinary and partial differential equations, linear algebra, fast Fourier transforms, numerical integration, differentiation and approximation, statistics and Monte Carlo methods.

**PHYS 381 | EXPERIMENTAL BIOPHYSICS****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Quantitative reasoning comp**

Prerequisites: PHYS 272 and PHYS 272L

A laboratory-based course introducing biophysics majors to interdisciplinary research techniques. Instrumentation development and experimental research explore topics of fluorescence and force spectroscopy, molecular diffusion, fluctuation-dissipation theory and viscoelasticity related to molecular and cellular biophysical systems. Students are trained in wet-lab techniques and computational methods using Matlab and Fiji. This is the primary upper-division laboratory requirement for biophysics majors and fulfills the core advanced writing and quantitative reasoning requirements. Students write and edit research reports on their experimental results at a level suitable for journal publication. The writing process also includes literature search techniques and an introduction to the peer review process.

**PHYS 400 | RESEARCH FORUM****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Undergraduate Research**

Prerequisites: PHYS 496 (Can be taken Concurrently)

PHYS 400 brings together all Physics and Biophysics majors involved in undergraduate research (PHYS 496) to provide a formal platform to: (1) gain skills in abstract writing and poster preparation, (2) engage in the scientific literature, (3) form a community of scholars, (4) develop a sense of ownership of their work, and (5) contextualize how their research fits into the big picture. The course meets weekly for 1 hour. Class time is primarily devoted to: learning about and practicing to write scientific abstracts and prepare posters, and having journal club style discussions on student-chosen papers. Outside of class, students are responsible for completing literature searches, reading assigned research papers, writing abstracts, preparing posters, and writing research summaries. PHYS 496 is a required concurrent prerequisite. Offered in Fall semesters.

**PHYS 471 | ADVANCED COMPUTATIONAL PHYSICS LABORATORY****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: PHYS 319 or PHYS 371

A writing-intensive advanced laboratory course where students learn to apply sophisticated computational tools to scientific problems. Through multi-week group projects, students will choose the overall computational approach, combine numerical and analytic work as appropriate, and evaluated the validity and applicability of results. Students will devote significant time to writing research reports in the style of peer-reviewed scientific journal articles, supported by dedicated writing instruction and intensive feedback.

**PHYS 480 | EXPERIMENTAL MODERN PHYSICS****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: PHYS 330

A laboratory-based course focused on the introduction to principles of research techniques with an emphasis on modern physics. Experiments illustrate physical phenomena pertaining to core areas of physics: quantum mechanics, atomic and nuclear physics, laser physics and plasma physics. Analog and digital data acquisition instrumentation, high-resolution optical and laser technology, and phase sensitive detection technology will be explored. This course is the required writing-intensive course for physics majors and fulfills the upper-division core writing requirement. Students write papers up to professional standards required of publication in physics research journals, learn to write mathematical prose, engage in the peer review process, and learn to code LaTeX.

**PHYS 481W | EXPERIMENTAL BIOPHYSICS****Units: 4****Non-Core Attributes: Writing-Pre F17 CORE**

Prerequisites: PHYS 272 and PHYS 272L and MATH 250

A laboratory-based course focused on the introduction to principles of biophysics research techniques. Instrumentation development and experimental research will explore topics of fluorescence and force spectroscopy, molecular diffusion, fluctuation-dissipation theory and viscoelasticity related to molecular and cellular biophysical systems. Students will also be trained in general wet-lab techniques and computational data acquisition and analysis using Labview and Matlab. This course is the primary upper division laboratory requirement for the biophysics major and fulfills the upper division core writing requirement. Students will write and edit research reports on their experimental results at a level suitable for journal publication. The writing process will also include literature search techniques and an introduction to the peer review process.

**PHYS 487 | EXPERIENTIAL PHYSICS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

An independent experiential learning project focused on broad applications of physics and biophysics. Projects can include but are not limited to: teaching assistantships, internships, community outreach, communication/media, secondary school teaching, and traditional physics or biophysics research. All projects must be approved and supervised by a faculty mentor in the physics and biophysics department. A student seeking PHYS 487 credit must take initiative to meet with his/her academic advisor to identify projects that best meet his/her interests and goals. Once a student has identified a faculty mentor and project, he/she can enroll in PHYS 487 by completing the application form found on the Student Resources page of the department website. The detailed requirements for earning PHYS 487 credit can also be found on the Student Resources page.

**PHYS 493 | SEMINAR I: THE CRAFT OF SCIENTIFIC PRESENTATION****Units: 1 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: PHYS 496

First semester of the physics and biophysics seminar series devoted to instruction on scientific presentations. Students give short presentations on topics of interest, and prepare a lengthy presentation on their research. Stress is laid on the preparation, execution, and critique of effective scientific presentations. One hour per week. Fall semester.

**PHYS 494 | SPECIAL TOPICS IN PHYSICS AND BIOPHYSICS****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: PHYS 271 and PHYS 271L

Topics chosen by the instructor in areas that include but are not limited to: condensed matter physics, quantum field theory, general relativity, plasma physics, electronics, soft matter physics, particle physics, neurophysics, and advanced physics and biophysics laboratories. May be repeated for credit if the course material is different.

**PHYS 495 | SEMINAR II: FRONTIERS OF PHYSICS****Units: 1 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: PHYS 272

The second semester of the capstone seminar series for the Physics and Biophysics major that fulfills the Advanced Integration component of the Core curriculum. This course focuses on exposure to the breadth of current physics-related research topics, and understanding the impact and context of the research through the lens of other disciplines. Students will learn about a wide range of cutting-edge research topics such as: dark matter, global warming and alternative energy sources, biomechanics, graphene, neutrinos, etc. They will also learn about how the research fits into the “big picture” by considering ethical, political, societal, technological and/or historical issues related to the research. These goals are achieved through attending seminars, meeting with scientists, and completing routine reading and writing assignments. The course culminates with a final project in which students investigate and articulate the connection of one of the covered research topics to another discipline.

**PHYS 496 | RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: PHYS 400 (Can be taken Concurrently)

An independent research project supervised by a faculty mentor in the physics and biophysics department. A student seeking PHYS 496 credit must take initiative to meet with faculty members to learn about their research interests and possible problems to research. Once a student has identified a faculty mentor and project, he/she can enroll in PHYS 496 by completing the application form found on the Student Resources page of the department website. The detailed requirements for earning PHYS 496 credit can also be found on the Student Resources page. Students completing their first unit of PHYS 496 must be concurrently enrolled in PHYS 400.

**PHYS 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

## Political Science and International Relations

### Chair

David Shirk, PhD

### Faculty

Evan Crawford, PhD

Casey B. K. Dominguez, PhD

Patrick F. Drinan, PhD, Emeritus

Emily Edmonds-Poli, PhD

Cory C. Gooding, PhD

Timothy W. McCarty, PhD

Kacie Miura, PhD

Vidya Nadkarni, PhD

Noelle Norton, PhD

Avi Spiegel, JD, PhD

Andrew Tirrell, JD, MALD, PhD

J. Michael Williams, JD, PhD

Randy Willoughby, PhD

The Department of Political Science and International Relations is committed to the liberal arts tradition of intellectual curiosity, academic rigor, and a pluralistic and diverse curriculum. Students will not only graduate with a solid understanding of the theories, practices and institutions of politics, but also with an appreciation of how to create a more just and humane world.

We offer a range of courses that address every corner of the globe and that prepare students to be astute and keen political observers and actors. Through our courses, we provide opportunities for students to improve their critical thinking skills and the ability to read, write, and speak clearly, skills that are central to the liberal arts tradition and that are crucial for students to practice democratic citizenship.

To supplement these courses, we provide internship, community service learning and study abroad opportunities that encourage learning outside of the classroom.

The Political Science major focuses attention on the shared and contending ideas, values, institutions and processes of public life. Courses range from the specific study of politics in one country or of a single institution or political process (the judiciary, Congress, the presidency or elections), to more general offerings such as courses on political development, revolution, research methods, human rights and legal theory. Click here for more information on the Political Science major requirements.

The International Relations major is an interdisciplinary field of study designed for students who seek a holistic understanding of international affairs. The curriculum is rooted in political science and provides students with a strong background in international relations and comparative government.

## International Relations

The International Relations (IR) major is an interdisciplinary field of study designed for students who seek a holistic understanding of international affairs. The curriculum is rooted in political science and provides students with a strong background in international relations and comparative government. At the same time, the curriculum reflects the recognition that international political phenomena are best understood from a variety of perspectives and includes courses from disciplines such as history, economics, religious studies, fine arts and literature. Graduates from the IR program are well prepared for careers in government, private industry, law, education and the nonprofit sector, as well as for graduate study in political science and international affairs. Students should note that courses counted toward another major/minor cannot also be counted toward the International Relations major or minor and that the department does not accept on-line transfer credits toward the major/minor.

## Study Abroad

In order to complement their academic training with first-hand experience in a foreign country, IR majors are required to complete three units outside the United States. These units may be lower or upper division in any academic discipline. This requirement does not add to the overall number of units required for the major. USD offers a wide array of study abroad opportunities during the fall and spring semesters, January intersession, and summer. No more than six units from non-USD faculty-led study abroad courses may be applied to the IR major or minor.

## USD Internship Program

Students are encouraged to participate in an internship while at USD. An internship provides an opportunity to gain practical, “real world” experience that gives depth and understanding to political issues and concepts discussed

in the classroom. It also provides an opportunity to experience political and administrative activities, which may suggest future career possibilities. Students may enroll in up to six internship units, but no more than three units (POLS 436, 448, 486, 498) may be counted toward the IR major or minor.

## USD/Washington Center Intersession Seminar and Internship Semester

Students have the opportunity to enroll in a 3-unit intersession course (POLS 400) in Washington, D.C. This course provides students with an opportunity to study current political, social, and economic issues while living in Washington, D.C. for two weeks in January.

University of San Diego students have the opportunity to earn academic credit in a semester or summer-long internship program in Washington, D.C. These experiences are coordinated through the Political Science and International Relations Department and The Washington Center, a nationally recognized internship program that pioneered the development of full-time internships in the nation’s capital. The internship program combines real-world work experience with academic learning in a unique environment that fosters success and achievement. Students earn 12 semester units for participating in a full-time fall or spring semester program, and 6 to 9 units in the summer. Students may enroll in up to six internship units, but no more than three units (POLS 436, 448, 486, 498) may be counted toward the IR major or minor.

The Department of Political Science and International Relations offers two majors. For information on the Political Science (<http://catalogs.sandiego.edu/undergraduate/colleges-schools/arts-sciences/political-science/>) major, please see the Political Science section of this catalog.

## The International Relations Major Preparation for the Major

Code	Title	Units
POLS 120	Introduction to American Politics	3
POLS 150	Introduction to Comparative Politics	3
POLS 170	Introduction to International Relations	3
Total Units		9

## Major Requirements

42 units of upper-division work to include (note: course descriptions are listed under the Political Science major):

Code	Title	Units
Core Courses		
12 upper-division units (POLS 330 is a prerequisite for POLS 495):		12
POLS 330	Research Methods in Political Science (typically offered Fall and Spring)	
POLS 350	Theories of Comparative Politics (typically offered in Fall)	
POLS 370	Theories of International Relations (typically offered in Spring)	
POLS 380	Theories of International Political Economy (typically offered in Fall and Spring)	
International and Comparative Politics		
Select 15 upper-division units (five courses) from among the following:		15
POLS 326	Comparative Law	
POLS 327	International Law	
POLS 329	Law of the Sea	

POLS 343	Education, Citizenship and Politics in South Africa
POLS 347	Culture & Environmental Politics
POLS 348	Indigenous Peoples and the Environment
POLS 349	Politics and the Environment
POLS 352	Comparative Politics of Developing Countries
POLS 354	Revolutionary Change
POLS 355	Politics in Europe
POLS 357	Politics in Latin America
POLS 358	Politics in South Asia
POLS 359	Politics in the Middle East
POLS 360	Politics in Sub-Saharan Africa
POLS 361	Politics in South Africa
POLS 362	Politics in the United Kingdom
POLS 363	Politics in France
POLS 364	Politics in Germany
POLS 365	Politics in Russia
POLS 366	Politics in Mexico
POLS 367	Politics in Japan
POLS 368	Politics in China
POLS 371	American Foreign Policy
POLS 374	U.S.-Latin American Relations
POLS 376	U.S. National Security
POLS 377	Regional Security
POLS 378	Transnational Crime and Terrorism
POLS 379	International Political Boundaries and Border Policies
POLS 381	Migration & Immigration Politics and Policy
POLS 382	International Human Rights
POLS 383	International Organizations
POLS 480	Model United Nations
POLS 485	Washington, DC: Directed Study in International Relations
POLS 486	Washington, DC: Internship in International Relations
POLS 487	Washington, DC: Class in International Relations
POLS 494	Special Topics in International Relations
POLS 498	Internship in International Relations
POLS 499	Independent Study in International Relations

**Political Science**

Three upper-division POLS units <sup>1</sup> 3

**Capstone <sup>2</sup>**

POLS 495 Senior Capstone Seminar 3

**Humanities and Social Sciences**

Nine upper-division units (three courses) with no more than three units (one course) taken from one department. Students must take one course from the History Department (from those listed below). Other upper-division courses with predominantly international or comparative content can be used upon specific approval by the department Chair. Note: Some of the courses listed below may have additional prerequisites. <sup>3</sup> 9

**Anthropology**

ANTH 320	North American Indian Cultures
ANTH 327	South American Indian Cultures
ANTH 328	Caribbean Cultures
ANTH 334	South American Archaeology
ANTH 335	Nautical Archaeology

ANTH 339	Post Medieval Seafaring and Empire
ANTH 362	Piracy in the New World
ANTH 370	Indigenous Religions
ANTH 380	Cultural Diversity
ANTH 385	Native Peoples of Northwest Europe
ANTH 410	Social Change: Global Perspectives
<b>Art History</b>	
ARCH 320	Money By Design: Architecture and Political Economy
ARCH 322	Contemporary Architecture or ARTH 322 Contemporary Architecture
ARCH 323	Memory, Monument, Museum: Studies in Historic Preservation
ARCH 327	Architecture and Decolonization
ARCH 340	Biographies of World Cities or ARTH 340 Biographies of World Cities
ARTH 323	Memory, Monument, Museum: Politics of Display
ARTH 331	Art in Public Spaces
ARTH 333	Modern Art: 1780-1920
ARTH 334	Art of the Twentieth and Twenty First Centuries in Europe and the Americas
ARTH 345	The Avant-Garde and Mass Culture: Art and Politics
ARTH 354	Art Since 1960
ARTH 360	Asia Modern
ARTH 361	Chinoiserie and Japonisme
ARTH 375	Study Abroad in Art History
ARTH 376	Art at El Prado Museum, Madrid, Spain

**Asian Studies**

ASIA 494	Topics in Asian Studies
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**Business**

BSCM 305	Sustainable Global Supply Chain Management
BUSN 339	Latin America Business Environment
BUSN 361	Introduction to International Business
BUSN 377	Negotiation in a Global Business Environment
FINA 405	International Financial Management
MGMT 301	Organizational Theory and Global Leadership
MGMT 309	International Comparative Management
MKTG 305	Global Marketing

**Communication**

COMM 380	International Media
COMM 480	Advanced Topics in International Media
COMM 338	Media and Conflict
COMM 481	International Topics in Human Communication
COMM 488	Global Team Development

**Economics**

ECON 333	International Economics
ECON 335	Economic Development of Latin America
ECON 337	Economic Development of Asia
ETHN 361	Immigration at US-Mexico Border: Ethnicity, Race & Gender
ETHN 367	Race and Globalization

**English**

ENGL 330	Dante
ENGL 331	Medieval Studies



ENGL 333	Chaucer
ENGL 360	Modern And Contemporary Poetry
ENGL 362	Modern And Contemporary Drama
ENGL 363	Global Studies
ENGL 364	Global Literature and Culture
ENGL 366	Modern and Contemporary European Literature
ENGL 368	Modern And Contemporary British Literature
ENGL 370	Modern and Contemporary Fiction
<b>History</b>	
HIST 302	History of South Africa
HIST 303	African Feminisms: History, Negotiation, Belonging
HIST 304	Africa in the Western Imagination
HIST 305	Queering Colonialism: Bodies, Negotiation, Belonging
HIST 311	Greek Civilization
HIST 312	Roman Civilization
HIST 321	The Fall of the Roman Empire
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450
HIST 324	Christians, Muslims and Jews in Medieval Spain
HIST 331	The Global Renaissance
HIST 332	Role-Playing the Renaissance
HIST 333	Europe 1600-1800
HIST 335	The Victorians in Literature & Film
HIST 339	Americans in Paris through War and Peace
HIST 340	World War I
HIST 341	World War II
HIST 342	From Subjects to Citizens: Nation Building in France and India
HIST 343	History of Germany Since 1945
HIST 346	Topics in Medieval and Early Modern Europe
HIST 347	Topics in Modern Europe
HIST 348	France in Revolution and War
HIST 349	The Vietnam Wars
HIST 350	England 1348-1688: Plague to Revolution
HIST 351	Modern Britain
HIST 352	Victorian Britain and the World
HIST 353	Topics in Russian and East European History
HIST 354	History of Spain
HIST 355	Ancient Near East
HIST 358	Topics in Modern World History
HIST 359	Modern Middle East
HIST 361	Modern Latin America
HIST 362	Topics in Latin America History
HIST 363	History of Brazil
HIST 364	Topics in Asian History
HIST 365	China: Rise to Global Power
HIST 366	Japan: Samurai to Subaru
HIST 367	Women's Lives in East Asia
HIST 372	United States-East Asia Relations
HIST 373	Armed Conflict and American Society
HIST 376	U.S. Foreign Relations in the Long 19th Century
HIST 377	Twentieth Century U.S. Foreign Relations

HIST 378	The History of World War I and World War II through Literature and Film
HIST 384	History of Mexico

**Language**

<b>Arabic</b>	
ARAB 394	Topics in Language, Literature, or Culture
<b>Chinese</b>	
CHIN 302	Contemporary China: Culture, Politics and Society
CHIN 303	Media Chinese: Internet, Television and Film
CHIN 304	Professional Chinese: Language and Culture
CHIN 347	Chinese Cinema: Postsocialism and Modernity
CHIN 394	Special Topics in Language, Literature, or Culture
CHIN 494	Topics: Chinese Language III
<b>French</b>	
FREN 302	Introduction to the Analysis of French Literary Texts
FREN 303	Cultural Backgrounds of French Civilization
FREN 320	Survey of French Literature I: Middle Ages to 18th Century
FREN 321	Survey of French Literature II: 19th to 21st Centuries
FREN 322	Survey of Francophone Literature
FREN 394	Topics in Language, Literature, or Culture
FREN 403	Contemporary French Civilization
FREN 409	Contemporary African Francophone Theatre
FREN 410	French Theater
FREN 411	French Prose
FREN 412	French Novel
FREN 413	French Poetry
FREN 414	French Women Writers
FREN 494	Topics in French Literature, Language or Culture
<b>German</b>	
GERM 302	Readings in German Literature
GERM 303	Cultural Backgrounds of German Civilization
GERM 312	German Literature from 1900 to the Present
GERM 394	Topics in Language, Literature, or Culture
GERM 494	Topics in German Literature
<b>Italian</b>	
ITAL 302	Contemporary Italy: Culture, Politics and Society
ITAL 320	Introduction to Italian Literature and Culture I: From the Middle Ages to the 17th Century
ITAL 321	Introduction to Italian Literature and Culture II: From the Enlightenment to Today
ITAL 340	Topics in Italian Literature, Film and Culture
ITAL 342	Topics in Italian Literature, Film and Culture-Global Focus
ITAL 347	Topics in Italian Literature, Film and Culture in Translation
ITAL 394	Topics in Language, Literature, or Culture
ITAL 403	Studies in Italian Film
ITAL 410	Studies in Medieval and Renaissance Italy
ITAL 411	Studies in Modern and Contemporary Italy
ITAL 413	Studies in the Italian Diaspora with a Domestic Focus
ITAL 420	Dante and His Times
ITAL 440	Topics in Italian Literature and Culture

ITAL 494	Topics in Literature, Language, or Culture
<b>Japanese</b>	
JAPN 394	Topics in Language, Literature, or Culture
JAPN 494	Special Topics
<b>Spanish</b>	
SPAN 302	Cultural History of Spain
SPAN 303	Introduction To Cultural Analysis
SPAN 304	Cultural History of Latin America
SPAN 320	Survey of Spanish Literature
SPAN 322	Cultural History of Spain-Madrid Center
SPAN 360	Survey of Latin American Literature
SPAN 394	Topics in Language, Literature, or Culture
SPAN 410	Latinx Literatures and Cultures
SPAN 422	Studies in Medieval Spanish Literature
SPAN 423	Studies in Spanish Literature of the Golden Age
SPAN 424	Don Quijote de la Mancha
SPAN 426	Studies in 18th and 19th Century Peninsular Literature and Culture
SPAN 427	Studies in 20th and 21st Century Peninsular Literature and Culture
SPAN 430	Studies in Hispanic Film
SPAN 434	The "New" World
SPAN 440	Topics in Literature, Film and Culture
SPAN 442	Topics in Literature, Film and Culture-Global Focus
SPAN 448	Latin American Short Story
SPAN 449	Latin American Novel
SPAN 451	Latin American Poetry
SPAN 453	Mexican Literature and Culture
SPAN 456	Humans Rights in Latin American Cultural Production
SPAN 458	Jewish Latin America
SPAN 494	Topics in Language, Literature, or Culture
<b>Latin American Studies</b>	
LATS 494	Special Topics in Latin American Studies
<b>Music</b>	
MUSC 331	Music History II: 1600-1830 (Monteverdi-Beethoven)
MUSC 332	Music History III: 1830-Present (Schubert to Philip Glass)
MUSC 340	Topics in World Music
MUSC 341	Religion and the Performing Arts in Bali
<b>Philosophy</b>	
PHIL 321	Social Ethics
PHIL 338	Environmental Ethics
PHIL 340	Ethics of War and Peace
PHIL 344	Environmental Justice
PHIL 472	Studies in Modern European Philosophy
PHIL 474	Twentieth Century Continental Philosophy
PHIL 476	Studies in Asian Philosophy
<b>Sociology</b>	
SOCI 375	Education, Citizenship and Politics in South Africa
SOCI 410	Social Change: Global Perspectives
SOCI 470	Sexuality and Borders
SOCI 471	Environmental Inequality and Justice
SOCI 472	Criminalizing Immigration

**Theology and Religious Studies**

THRS 305	Buddhist Art and Pilgrimage in India
THRS 311	Jewish Faith and Practice - Advanced Writing
THRS 312	The Hindu Tradition
THRS 313	Jewish Faith and Practice
THRS 314	Buddhist Thought and Culture
THRS 315	Islamic Thought and Culture
THRS 316	
THRS 317	
THRS 318	Islam, Women and Literature
THRS 320	Indigenous Religions and Spiritualities
THRS 321	
THRS 323	War and Peace in the Christian Tradition
THRS 326	Religion and the Performing Arts in Bali
THRS 336	
THRS 358	Latinoa Catholicism
THRS 369	Liberation Theology
THRS 372	Women, Gender, and Christianity in the Ancient World
THRS 382	The Prophetic Tradition of Israel
THRS 390	The Holocaust: Religious Questions

**Total Units****42**

- <sup>1</sup> Students may take any upper-division course offered by the Department of Political Science and International Relations, including: Political Theory, American Politics, International Politics, Comparative Politics, or Internship.
- <sup>2</sup> International Relations majors are required to complete the Senior Capstone Seminar. The purpose of this course is to provide students with an opportunity to apply and integrate what they have learned as a International Relations major. Students will have the opportunity to choose from Senior Capstone Seminars that focus on completing a research project, a community project, or a simulation project.
- <sup>3</sup> Other upper-division courses with predominantly international or comparative content can be used upon specific approval by the department Chair. Note: Some of the listed humanities and social sciences courses may have additional prerequisites.

**Study Abroad**

A study abroad experience is required for the IR major. Students must take at least three units outside the United States as part of a study abroad experience. These units may be either lower or upper division and in any academic discipline. This requirement does not add to the overall number of units required for the major.

No more than six units taught by non-USD faculty may be applied toward the IR/Comparative Politics category of the major.

**Internship**

Students are highly encouraged to participate in an internship while at USD. No more than 3 units of internship (POLS 436, 448, 486, 498) may be applied to the requirements of the major, and no more than 6 units may be applied toward the requirements of the BA degree.

**Recommended Program of Study, International Relations****Freshman Year****Semester I**

Fall LLC Class

**Units**

3

Select one of the following:

POLS 120	Introduction to American Politics
POLS 150	Introduction to Comparative Politics
POLS 170	Introduction to International Relations

CC or electives

Semester II

Select one of the following:

POLS 120	Introduction to American Politics
POLS 150	Introduction to Comparative Politics
POLS 170	Introduction to International Relations

CC or electives

Sophomore Year

Semester I

Select one of the following:

POLS 120	Introduction to American Politics
POLS 150	Introduction to Comparative Politics
POLS 170	Introduction to International Relations

CC or electives

Semester II

Select one of the following:

POLS 350	Theories of Comparative Politics
POLS 370	Theories of International Relations
POLS 380	Theories of International Political Economy

Upper-Division IR/POLS

CC or electives

Junior Year

Semester I

Select one of the following:

POLS 350	Theories of Comparative Politics
POLS 370	Theories of International Relations
POLS 380	Theories of International Political Economy
POLS 330	Research Methods in Political Science (or Upper-Division IR)

Upper Division IR/POLS

Upper-Division Humanities

CC or electives

Semester II

Select one of the following:

POLS 350	Theories of Comparative Politics
POLS 370	Theories of International Relations
POLS 380	Theories of International Political Economy
POLS 330	Research Methods in Political Science (or Upper-Division IR)

Upper Division IR/POLS

Upper-Division Humanities

CC or electives

Senior Year

Semester I

POLS 495	Senior Capstone Seminar (or Upper-Division IR)
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Upper-Division Humanities

Upper Division IR/POLS

3	Electives	3
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Semester II

POLS 495	Senior Capstone Seminar (or Upper-Division Humanities )	3
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6-9	Upper-Division POLS	3
	Electives	9

3	*The study abroad requirement is three units and is recommended during the junior year or in the summer following the sophomore or junior year.	
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The International Relations Minor

Code	Title	Units
POLS 150	Introduction to Comparative Politics	3
POLS 170	Introduction to International Relations	3-4
3	Select one of the following:	3
	POLS 350 Theories of Comparative Politics	
	POLS 370 Theories of International Relations	
	POLS 380 Theories of International Political Economy	
9-12	Select nine additional upper-division units of international and/or comparative politics, to be selected in consultation with an advisor from the political science/international relations faculty.	9
3	Total Units	18-19

Political Science

3	The political science major focuses attention on the shared and contending ideas, values, institutions, and processes of public life. The major is expansive in its reach and accommodates a wide range of student interests. Political science courses range from the specific study of politics in one country (for example, the U.S., Mexico, or France) or of a single institution or political process (the judiciary, Congress, the presidency, or elections), to more general offerings such as courses on political development, revolution, research methods, human rights, and legal theory. The Political Science Department relates theory to practice by providing students with opportunities for simulations, writing workshops, internships, community engagement, study abroad, and semesters in Washington, D.C. Our faculty is committed to the success of individual students by fostering intellectual curiosity, analytical skills, and a heightened awareness of values.	
6-9	The major prepares students for careers in politics, public service, law, teaching, research, and business, as well as international, national, and local government and non-governmental-organizations. Students should note that courses counted toward another major/minor cannot also be counted toward the Political Science major or minor and that the department does not accept on-line transfer credits toward the major/minor.	
3		
3-6		
3		
3-6		
3		

USD Internship Program

	Students are encouraged to participate in an internship while at USD. An internship provides an opportunity to gain practical, “real world” experience that gives depth and understanding to political issues and concepts discussed in the classroom. It also provides an opportunity to experience political and administrative activities, which may suggest future career possibilities. Students may enroll in up to six internship units, but no more than three units (POLS 436, 448, 486, 498) may be counted toward the IR major or minor.	
3-6		
3		
3-6		

USD/Washington Center Internship Semester and Intercession Seminar

3	Students have the opportunity to enroll in a 3-unit intercession course (POLS 400) in Washington, D.C. This course provides students with an opportunity to study	
3-6		

current political, social, and economic issues while living in Washington, D.C. for two weeks in January.

University of San Diego students also have the opportunity to earn academic credit in a semester or summer-long internship program in Washington, D.C. These experiences are coordinated through the Political Science and International Relations Department and The Washington Center, a nationally recognized internship program that pioneered the development of full-time internships in the nation's capital. The internship program combines real-world work experience with academic learning in a unique environment that fosters success and achievement. Students earn 12 semester units for participating in a full-time fall or spring semester program, and 6 to 9 units in the summer. Students may enroll in up to six internship units, but no more than three units (POLS 436, 448, 486, 498) may be counted toward the Political Science major or minor.

## Study Abroad

Students are highly encouraged to participate in a study abroad program to complement the major or minor with an international learning experience. USD offers a wide array of study abroad opportunities during the fall and spring semesters, January intersession, and summer. No more than six units from non-USD faculty-led study abroad courses may be applied to the Political Science major or minor.

The Department of Political Science and International Relations offers two majors. For information on the International Relations (<http://catalogs.sandiego.edu/undergraduate/colleges-schools/arts-sciences/international-relations/>) major, please see the International Relations section of this course catalog.

## The Political Science Major

### Preparation for the Major

Code	Title	Units
POLS 100	Power and Justice	3-4
POLS 120	Introduction to American Politics	3
POLS 150	Introduction to Comparative Politics	3-4
or POLS 170	Introduction to International Relations	
<b>Total Units</b>		<b>9-11</b>

### Major Requirements

Code	Title	Units
<b>Core Courses</b>		
The following course is a prerequisite for POLS 495		
POLS 330	Research Methods in Political Science	3
Political Thought (choose one course from: POLS 300-POLS 307)		3
Select one of the following:		
POLS 300	Democratic Theory	
POLS 301	Political Thought: Ancient to Modern	
POLS 302	Political Thought: Modern and Contemporary	
POLS 303	Liberal Political Thought	
POLS 304	American Political Thought	
POLS 305	Black Political Thought	
POLS 306	Conservative Political Thought	
POLS 307	Feminist Political Theories	
American Politics (choose one course from: POLS 310-POLS 323)		
Select one of the following:		3
POLS 310	The Presidency	

POLS 312	Congress
POLS 313	Parties and Interest Groups
POLS 314	Campaigns and Elections
POLS 316	State and Local Government
POLS 318	Black Politics
POLS 319	Politics of Race and Ethnicity
POLS 320	War Powers in the American Constitutional System
POLS 321	Constitutional Law and American Government: Federalism and Separation of Powers
POLS 322	Constitutional Law: Civil Rights and Liberties
POLS 323	Judicial Behavior

### Elective Courses

Fifteen Upper-Division Units (five courses) (choose from any of the POLS upper-division courses)	15
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### Political Science Senior Capstone Seminar

POLS 495	Senior Capstone Seminar <sup>1</sup>	3
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<b>Total Units</b>	<b>27</b>
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<sup>1</sup> Political Science majors are required to complete the Senior Capstone Seminar. The purpose of this course is to provide students with an opportunity to apply and integrate what they have learned as a Political Science major. Students will have the opportunity to choose from Senior Capstone Seminars that focus on completing a research project, a community project, or a simulation project.

## Internship

Students are highly encouraged to participate in an internship while at USD. No more than 3 units of internship (POLS 436, 448, 486, 498) may be applied to the requirements of the major, and no more than 6 units may be applied toward the requirements of the BA degree.

## Study Abroad

Students are highly encouraged to participate in a study abroad program to complement the major or minor with an international learning experience. No more than six units from non-USD faculty led study abroad courses may be applied to the major.

## Recommended Program of Study, Political Science

<b>Freshman Year</b>			
<b>Semester I</b>			<b>Units</b>
Fall LLC Class			3
POLS 100	Power and Justice		3
CC or electives			9
<b>Semester II</b>			
POLS 120	Introduction to American Politics		3
CC or electives			12
<b>Sophomore Year</b>			
<b>Semester I</b>			
POLS 150 or 170	Introduction to Comparative Politics Introduction to International Relations		3
CC or electives			12
<b>Semester II</b>			
POLS 150 or 170	Introduction to Comparative Politics Introduction to International Relations		3
Upper-Division POLS			3-6



CC or electives

**Junior Year****Semester I**

Select one from: POLS 300-307

POLS 330	Research Methods in Political Science (or Upper-Division POLS)
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Select from: POLS 310-323, or Other Upper Division POLS

CC or electives

**Semester II**

POLS 330	Research Methods in Political Science (or Upper-Division POLS)
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Select from: POLS 310-323, or Other Upper Division POLS

CC or electives

**Senior Year****Semester I**

POLS 495	Senior Capstone Seminar
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Upper-Division POLS

CC or electives

**Semester II**

POLS 495	Senior Capstone Seminar
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Upper-Division POLS

CC or electives

## *The Political Science Minor*

Code	Title	Units
POLS 100	Power and Justice	3-4
POLS 120	Introduction to American Politics	3
POLS 150	Introduction to Comparative Politics	3-4
or POLS 170	Introduction to International Relations	
Select 9 Upper-Division Units		9
<b>Total Units</b>		<b>18-20</b>

## *Study Abroad*

Students are highly encouraged to participate in a study abroad program to complement the major or minor with an international learning experience. No more than six units from non-USD faculty led study abroad courses may be applied to the minor.

**POLS 100 | POWER AND JUSTICE****Units: 3-4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

This course focuses on theories of political organization, action, and analysis. Readings emphasize primary sources of political thought—from Ancient Greece to modern America—to investigate fundamental problems of political life. How should power be distributed and what ends should it serve? How do diverse political communities define and seek justice? How do they balance other fundamental values, such as liberty and equality? How can these questions help us understand who wins, who loses, and why it matters? These questions and more will guide our investigation of the relationship between power and justice in theory and practice.

**6-9 POLS 120 | INTRODUCTION TO AMERICAN POLITICS****Units: 3****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

3	This course offers students a fundamental overview of American politics by
3	analyzing the origin, development, structure, and operation of all levels of the American political system. This course also examines how politics are practiced in the United States in order to analyze the uniqueness of the American political system.
3-6	
3-6	

**POLS 130 | INTRODUCTION TO THE POLITICS OF RACE AND ETHNICITY****Units: 3 Repeatability: No****Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 1**

6-9	What is the role of race and ethnicity in U.S. politics? Are we post-racial yet?
3-6	The course surveys the impact of race and ethnicity on social, economic and political issues in the United States. We will examine the political experience and engagement of Native Americans, Black Americans, Latinos, Asian Americans, and White Americans in both a historical and contemporary context. We will also investigate the potential for colorblindness as an approach to American politics.
3	
3-6	

**POLS 150 | INTRODUCTION TO COMPARATIVE POLITICS****Units: 3****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

3	The purpose of this course is to introduce students to the study of comparative politics. Comparative politics is the study of the domestic politics of other countries. This course offers a fundamental overview of the major issues in comparative politics, such as, state formation, political regimes, political culture, civil society, political economy, governing institutions, electoral institutions, and other forms of political representation and participation.
3-6	
3-6	

**POLS 170 | INTRODUCTION TO INTERNATIONAL RELATIONS****Units: 3-4****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

This course examines major theoretical approaches in the discipline of international relations. Students are introduced to the study of the causes of war and the conditions of peace, international law and organizations, international political economy, great power politics, and foreign-policy decision making. The course also explores issues such as global poverty, economic development, human rights, and the environment as they affect international politics.

**POLS 200 | TOPICS IN POLITICAL THEORY****Units: 3**

This course will offer lower division students an opportunity to take a course in a more specialized area of political thought. Topics may include "American Political Thought," "Political Thought in Literature," : Discourse & Democracy," and "Conservative Political Thought" and others.

**POLS 220 | TOPICS IN AMERICAN POLITICS AND PUBLIC LAW****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

This course will offer lower division students a close look at a particular element of the American political system. Topics may include "The Presidential Election," "The Vote," and "Money in American Politics" and others.

**POLS 250 | TOPICS IN COMPARATIVE POLITICS****Units: 3-4****Core Attributes: Social/Behavioral Inquiry area**

This course will offer lower division students the opportunity to examine specialized topics in comparative politics. Topics may include "Political and Social Change in South Africa and the United States," "Democratization in Comparative Perspective," "political Change in the 21st Century" and others.

**POLS 270 | TOPICS IN INTERNATIONAL RELATIONS****Units: 3**

This course will offer students a closer look at specialized topics in the international political system. Topics may include "Indigenous Peoples and the Environment," "Rising Powers and the Future of American Global Predominance," "War and Peace in the Twenty-first Century," "Twenty-first Century Global Challenges," and "Political Borders: Cooperation and Conflict Along Interstate Boundaries" and others.

**POLS 300 | DEMOCRATIC THEORY****Units: 3 Repeatability: No**

This class is an investigation of the virtues and vices of democracy. Course texts will be comprised of works in Ancient political thought, modern and contemporary democratic theory, and works of literature. By working to interrogate and analyze such texts, we will, hopefully come to a greater understanding of the attractions, harms, shortcomings, and potential of democracy in new and more fully developed ways.

**POLS 301 | POLITICAL THOUGHT: ANCIENT TO MODERN****Units: 3**

This course examines the formation and development of political ideas, from Greek political philosophy through the late Middle Ages. Emphasis is placed on the relationship between theory and practice in political life.

**POLS 302 | POLITICAL THOUGHT: MODERN AND CONTEMPORARY****Units: 3-4****Non-Core Attributes: Writing-Pre F17 CORE**

This course examines political ideas in the modern and contemporary Western tradition. Emphasis is placed on the relationship between theory and practice in political life.

**POLS 303 | LIBERAL POLITICAL THOUGHT****Units: 3 Repeatability: No**

This course investigates the history of liberalism, its foundational principles, its changing features, and the contemporary criticisms of and alternatives to liberalism from the likes of communitarians, republicans, and feminists.

**POLS 304 | AMERICAN POLITICAL THOUGHT****Units: 3 Repeatability: No**

Through self-conscious interaction with the history of political thought, concern for practical solutions, and attentiveness to particularities of their own circumstances, Americans have crafted a tradition of political thought distinct in both form and content from that of their European forebears. This course explores the varieties of political thought in the United States, highlighting the diversity of perspectives on political life and institutional design throughout American history.

**POLS 305 | BLACK POLITICAL THOUGHT****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

The course traces and examines how black political thinkers and activists have responded to central political questions in the United States and their relationship to the broader African Diaspora. We will explore major ideological trends and political philosophies, as they have been interpreted and applied by black thinkers. Key themes include the relationship between racial identity and questions of liberation, faith, and national belonging.

**POLS 306 | CONSERVATIVE POLITICAL THOUGHT****Units: 3 Repeatability: No**

Through the careful critical study of some of the most thoughtful and influential works of conservative political thought over the past two centuries, this class will explore the idea of conservatism and the varieties of conservative thought. The texts have been chosen primarily for the high quality of their writing and argument, rather than for any particular relevance to the most familiar manifestations of conservative ideology. Our goal in this class will be to take conservatism seriously as an idea—rather than merely an ideology—and expand our conceptions of what conservatism can mean far beyond the reductive picture we get in contemporary politics.

**POLS 307 | FEMINIST POLITICAL THEORIES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

In this course we will explore foundational texts and concepts alongside issues with which feminist theorists around the world have been grappling, both historically and in the present. As you will discover, there is no unitary feminist theory. There is overlap, but there are also marked differences among the approaches that feminists have taken in their pursuit of social change, and with the goal of establishing a more just social order. As we work through the course, we will explore the strengths and limitations of the approaches we encounter, looking at their emergence and implications and exploring how they help us understand and confront our own gendered existence. Above all, we will examine the intersectional workings of power and their impact on political subjectivity, belonging, becoming, and activism in one's communities.

**POLS 308 | POLITICS AND LITERATURE****Units: 3**

This course explores the political content of selected classical, modern, and contemporary literature. Emphasis is placed on concepts such as authority, power, freedom, equality, organization, obligation, and the ways these concepts have been treated by different authors.

**POLS 309 | SEX, POWER, AND POLITICS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

This course offers an analysis of gender in politics from historical as well as theoretical perspectives. Topics examined include: gender power, leadership, and governance; social, economic, and political factors explaining women's political status and participation in relation to men's; and the women's movement as a political movement.

**POLS 310 | THE PRESIDENCY****Units: 3**

This course focuses on the American presidency as an institution. The class examines the origins of the president's domestic and international powers, how those powers have grown and changed over time, and how they are both enhanced and limited by other actors in the political system.

**POLS 312 | CONGRESS****Units: 3**

This course examines the history, organization, operation, and politics of Congress. Nomination and election, constituent relations, the formal and informal structures of both houses, relations with the executive branch, and policy formulation are discussed. Students participate in a simulation of the House of Representatives.

**POLS 313 | PARTIES AND INTEREST GROUPS****Units: 3**

This course examines the origin, nature, structure, and operation of American political parties, interest groups, and social movements, and their roles in the political process.

**POLS 314 | CAMPAIGNS AND ELECTIONS****Units: 3**

This course analyzes how rules and laws affect the roles that parties, candidates, voters, and other political actors play in elections. It also investigates the behavior of political actors during elections by examining campaign strategy, staffing, polling, advertising, turnout, and symbolic communication. Its main emphasis is on American federal elections, but also considers elections in a comparative context and sub-national elections in the United States.

**POLS 316 | STATE AND LOCAL GOVERNMENT****Units: 3 Repeatability: No**

This course explores the theory and practice of governmental administration at the national, state, and local levels, and the development and implementation of legislation, with special attention to California. This course examines the political functions of state and local governments, including the extent to which the national political atmosphere interacts with state and local politics and policymaking.

**POLS 318 | BLACK POLITICS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

The course traces and examines the political efforts of Black Americans to gain full and equitable inclusion into the American polity. Key topics include identity, ideology, movement politics, electoral participation, institutions and public policy.

**POLS 319 | POLITICS OF RACE AND ETHNICITY****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

The course surveys the impact of race and ethnicity on social, economic and political issues in the United States. We will examine the diverse issues and strategies deployed by racial and ethnic groups in the United States to gain more equitable treatment.

**POLS 320 | WAR POWERS IN THE AMERICAN CONSTITUTIONAL SYSTEM****Units: 3 Repeatability: No**

This course focuses on the war powers that the Constitution grants to the Congress and the president. Particular attention will be paid to the ways in which that balance has evolved over time from the founding to the present day.

**POLS 321 | CONSTITUTIONAL LAW AND AMERICAN GOVERNMENT: FEDERALISM AND SEPARATION OF POWERS****Units: 3**

This course begins with an examination of the early development of American constitutional law, including the Articles of Confederation, the Constitutional Convention, and the Federalist Papers. Students also explore the development of Supreme Court doctrine regarding judicial review, conflicts among the three departments of government in domestic and foreign affairs, and the ongoing struggle to define the responsibilities of state and federal governments.

**POLS 322 | CONSTITUTIONAL LAW: CIVIL RIGHTS AND LIBERTIES****Units: 3 Repeatability: No**

This course examines constitutional law and politics, with a focus on civil rights and individual liberties. Topics include free speech, racial and sexual discrimination, church and state, privacy, voting rights, and the rights of the accused. (Note: POLS 321 is not a prerequisite for this class).

**POLS 323 | JUDICIAL BEHAVIOR****Units: 3****Non-Core Attributes: Writing-Pre F17 CORE**

This course explores judicial politics and decision-making, with particular emphasis on judges, lawyers, and juries. Topics include judicial selection and appointment, the limits of judicial power, the roles that lawyers play in our legal and political systems, and the development of trial by jury.

**POLS 326 | COMPARATIVE LAW****Units: 3**

This course presents a cross-national, historical, and comparative analysis of constitutional, administrative, and criminal law. Subject countries vary, but include representative judicial systems within the Civil Law, Common Law, and Socialist Law traditions.

**POLS 327 | INTERNATIONAL LAW****Units: 3**

This course examines the theory and practice of international law, including efforts to create effective legal means to define, proscribe, and punish war crimes, crimes against humanity, and terrorism. We discuss the negotiation, ratification, and enforcement of treaties and study multinational legal institutions such as the International Court of Justice, the International Criminal Court, and the International Criminal Tribunals for the Former Yugoslavia and Rwanda.

**POLS 329 | LAW OF THE SEA****Units: 3 Repeatability: No**

This course introduces students to the study of regimes of the sea including fisheries, pollution control, and coastal management zones. The politics of ocean regulation are examined with particular attention to law of the sea negotiations.

**POLS 330 | RESEARCH METHODS IN POLITICAL SCIENCE****Units: 3-4**

This course introduces students to the various stages of the research process, from conceptualization of the research question to interpretation of findings. Students not only learn to develop efficient research strategies to evaluate empirical relationships from a theoretically informed perspective, but they also design and conduct empirical research of their own.

**POLS 340 | PUBLIC ADMINISTRATION****Units: 3**

This course explores the theory and practice of governmental administration at the national, state, and local levels, and the development and implementation of legislation.

**POLS 342 | PUBLIC POLICY****Units: 3-4**

This course examines the political and administrative processes through which public policy is formulated, adopted, implemented, and evaluated.

**POLS 343 | EDUCATION, CITIZENSHIP AND POLITICS IN SOUTH AFRICA****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Global Diversity level 2****Non-Core Attributes: Community Engagement**

This is a study abroad course in South Africa examining the historical, political and educational challenges faced by the post-Apartheid democracy. Students have opportunities to engage with South African communities, specifically the village of Makuleke. Cross-listed as SOCI 375.

**POLS 344 | POLITICS OF U.S. CITIZENSHIP AND MIGRATION****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

Migration is one of the most important forces in society today –re-shaping cities, suburbs, rural areas, and nations, altering racial dynamics, influencing families, education, culture, labor markets, and politics. Migration debates are linked to disputes over borders (both literal and figurative), what it means to be a citizen, what newcomers should have to do to become one, the equality of opportunity for minorities, the consistency of our logics of race and ethnicity, and the status of the nation in the global community. Some of the topics we will address are: the ethics of immigration and citizenship, the evolution of immigration policy, the assimilation and incorporation of recent migrants, political rhetoric and public opinion on immigration, and the future direction of immigration policy.

**POLS 346 | FOOD AND POLITICS****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

Prerequisites: POLS 120 or POLS 150 or POLS 170 or EOSC 300 or EOSC 303  
 This course will consider food systems through the intersecting lenses of politics, sustainability, race/ethnicity, and culture. Using case studies (both real and fictional) from various political, cultural, and historical contexts, we will examine human relationships with food. We will focus in particular on issues such as: the role of food in cultural traditions; the influence of ethnocultural norms on food cultivation, preparation, and consumption; the intersection of food, culture, and environmental sustainability; and the depictions/influence of popular culture and the arts on socio-ecological food systems.

**POLS 347 | CULTURE & ENVIRONMENTAL POLITICS****Units: 3 Repeatability: No**

Prerequisites: POLS 120 or POLS 150 or POLS 170 or EOSC 300 or EOSC 303  
 This course will consider human responses to the natural world, and the role that cultural influences play in shaping political discourses around the environment. Using case studies from across human history, we will examine human relationships with their environment, focusing on issues such as the sacredness of nature; resource use, degradation, and scarcity; disease and other environmental health factors; and how popular culture and the arts depict and influence the socio-ecological nexus.

**POLS 348 | INDIGENOUS PEOPLES AND THE ENVIRONMENT****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

From environmental injustices in California, to the construction of mega-dams in the Amazon, to debates over fishing rights in New Zealand, struggles between indigenous groups and forces of development and globalization are on the rise. At the same time, stereotyped popular perceptions about the relationship between native peoples and the environment often further these inequalities. Although a global system of indigenous rights has been created in recent decades, its impact has been limited, and serious concerns about its long-term potential remain. Through case studies, an interactive negotiation simulation, and in-class research presentations, we will explore the interplay between indigenous peoples, natural resources, and human rights through a variety of disciplinary lenses.

**POLS 349 | POLITICS AND THE ENVIRONMENT****Units: 3 Repeatability: No**

Prerequisites: POLS 120 or POLS 150 or POLS 170 or EOSC 300 or EOSC 303  
 This course examines the decision-making processes through which modern societies attempt to cope with environmental and natural resource problems. Students investigate both American and international environmental issues, and consider the historical and theoretical bases of current environmental policies and initiatives.

**POLS 350 | THEORIES OF COMPARATIVE POLITICS****Units: 3-4**

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

**POLS 352 | COMPARATIVE POLITICS OF DEVELOPING COUNTRIES****Units: 3**

This course examines concepts and theories of development and assesses their utility in understanding political, economic, and social change in Latin America, sub-Saharan Africa, and Southeast Asia. Particular emphasis is placed on issues such as: state building; the bureaucracy; civil-military relations; national identity; economic development; and democratization.

**POLS 353 | POLITICS AND RELIGION****Units: 3 Repeatability: No**

This course offers an introduction to the study of the role of religion in sociopolitical change. The course deals with the theoretical literature on the subject and focuses on the salient cases in the various religious traditions and regions of the world.

**POLS 354 | REVOLUTIONARY CHANGE****Units: 3**

This course is a comparative study of the revolutionary process focusing on the meaning of revolutionary change, the causes and development of revolutions, and the conditions influencing their outcomes. Special attention is devoted to the French, Russian, Chinese, Cuban, and other revolutions.

**POLS 355 | POLITICS IN EUROPE****Units: 3-4**

This course offers a survey of the political cultures, institutions, and processes of the United Kingdom, France, the Federal Republic of Germany, and other West European countries. The development of a more integrated European community is also discussed.

**POLS 357 | POLITICS IN LATIN AMERICA****Units: 3**

This course examines the dynamics of political and economic change in 20th-century Latin America. There is particular emphasis on the causes and consequences of cyclical economic development and recurrent waves of democratization and authoritarianism.

**POLS 358 | POLITICS IN SOUTH ASIA****Units: 3**

This course is designed to introduce students to the study of contemporary South Asian politics by examining historical as well as contemporary issues relating to socio-economic change, political development, regional relations, and international links. The course focus is primarily on India, Pakistan, and Bangladesh, but the politics of Nepal and Sri Lanka are also considered.

**POLS 359 | POLITICS IN THE MIDDLE EAST****Units: 3**

This course offers an introduction to the study of the politics of the Middle East and North Africa. The complex issues of regional conflicts with international significance and the forces shaping the internal development of the modern Middle East are explored.

**POLS 360 | POLITICS IN SUB-SAHARAN AFRICA****Units: 3**

This course provides an introduction to Sub-Saharan African political systems and the relationships that exist between governments and their citizens in this region. We examine some of the main factors that shape contemporary African politics, including the legacy of colonialism, the rise of authoritarian states, ethnic, national, and racial conflict, and political and economic reform.

**POLS 361 | POLITICS IN SOUTH AFRICA****Units: 3**

This course is designed to examine the major issues and challenges facing South Africa today. The goal of the course is to introduce students to contemporary South African politics and to situate the current political challenges into the broader historical context. We will analyze the processes of democratic consolidation, state building and nation building since the end of apartheid in 1994.

**POLS 362 | POLITICS IN THE UNITED KINGDOM****Units: 3-4**

This course examines the development of democracy in England, the institutions of government and parliament, political parties, and selected domestic and foreign policies.



**POLS 363 | POLITICS IN FRANCE****Units: 3**

This course examines contemporary French politics. We begin by constructing an historical and ideological foundation for the course, we then move to recent institutional and electoral practices, and we finally analyze a variety of foreign and security policies, including relations with the United States, members of the European Union, and countries throughout the world.

**POLS 364 | POLITICS IN GERMANY****Units: 2-3**

This course introduces students to German politics by examining contemporary as well as historical issues that challenge the unified Germany. The course's main focus is on the post-Cold War and post-unification era, with particular emphasis on the current political, social, and economic agendas, and on explaining and predicting German national and international politics.

**POLS 365 | POLITICS IN RUSSIA****Units: 3**

This course examines the development of the political institutions and culture of Russia since the collapse of Communism, with a focus on the role of the Presidency, the Parliament, political parties, and the public in shaping the life of the Russian Federation.

**POLS 366 | POLITICS IN MEXICO****Units: 3**

This course provides an overview of the contemporary Mexican political system. The primary focus is on the breakdown of the dominant party system in the late 20th century and the subsequent recalibration of executive-legislative relations, decentralization of power, and emergence of democratic political culture and competition.

**POLS 367 | POLITICS IN JAPAN****Units: 3-4**

This course examines the development of contemporary Japanese politics by analyzing Japan's pre-WWII political and social systems, its domestic capabilities, and Japanese policy-making processes. The course also evaluates current, and speculates regarding future Japanese politics by assessing historical and current political, economic, and social conditions in Japan.

**POLS 368 | POLITICS IN CHINA****Units: 3**

This course examines politics and political issues in the People's Republic of China from the mid-1800s to the present. Throughout the course students assess factors such as China's traditional political, social, and economic systems, ideology, and current policy-making structures that shape China's policies in order to understand contemporary Chinese political issues.

**POLS 370 | THEORIES OF INTERNATIONAL RELATIONS****Units: 3**

This course analyzes the major theoretical perspectives in the field of international relations by reflecting upon the writings of the most important scholars in the discipline. Students study the mainstream realist and liberal approaches and explore theoretical alternatives to these paradigms. The relationship between theory and practice is also examined.

**POLS 371 | AMERICAN FOREIGN POLICY****Units: 3-4 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

This course provides an in-depth exploration of the challenges and opportunities facing American foreign policy in the 21st century. Students examine the historical legacy and internal and external constraints on foreign policy decision making. Students also study theoretical approaches in the discipline of international relations and discuss their relevance to an empirical analysis of American foreign policy.

**POLS 374 | U.S.-LATIN AMERICAN RELATIONS****Units: 3**

This course explores the history of economic and political relations between the U.S. and Latin America to understand the basis of contemporary U.S. policy. Topics examined include military intervention, drug trafficking, immigration and trade policies, and relations with Cuba.

**POLS 376 | U.S. NATIONAL SECURITY****Units: 3**

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

**POLS 377 | REGIONAL SECURITY****Units: 3**

This course examines security dynamics in selected regions of the world (e.g. Europe, East Asia, Latin America, Africa, South Asia, and the Middle East). We address issues ranging from military technologies to diplomatic relations, political economy, and transnational challenges like drug trafficking and terrorism.

**POLS 378 | TRANSNATIONAL CRIME AND TERRORISM****Units: 3-4****Non-Core Attributes: Writing-Pre F17 CORE**

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

**POLS 379 | INTERNATIONAL POLITICAL BOUNDARIES AND BORDER POLICIES****Units: 3 Repeatability: No**

This course provides an examination of the theoretical and empirical literature on international boundary dynamics and border policies related to diplomacy, migration, trade, economic development, crime, and terrorism. This course may also consider boundary negotiations over contested interstate borders.

**POLS 380 | THEORIES OF INTERNATIONAL POLITICAL ECONOMY****Units: 3 Repeatability: No**

This course offers an overview of the history, dynamics, and theoretical approaches to international political economy. The course covers advanced industrial and lesser developed countries, as well as international economic institutions, actors, and transactions. Special topics are also examined, including such issues as international financial crises, migration, aid, and inequality.

**POLS 381 | MIGRATION & IMMIGRATION POLITICS AND POLICY****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

This course examines trends regarding migration and immigration policy. The course devotes special attention to the United States as the world's leading immigrant receiving country, as well as other major migrant sending and receiving countries. In the process, the course touches on several complex and contentious issues, including citizenship and naturalization, the rights of migrants and refugees, the problem of unauthorized migration, border security and interior enforcement, anti-immigrant sentiment and immigrant advocacy, the cost and contributions of migrants and immigrants, crimes committed by and against immigrants, the inclusion and exclusion of new immigrant groups, and the consequences of migration and immigration for the affected countries and communities.

**POLS 382 | INTERNATIONAL HUMAN RIGHTS****Units: 3**

This course explores contending approaches to human rights, the role of institutions and organizations in setting human rights agendas, and human rights problems and policies in international politics.

**POLS 383 | INTERNATIONAL ORGANIZATIONS****Units: 3-4**

This course provides an introduction to the study of international organizations in world politics. The focus is on the United Nations and other selected organizations.

**POLS 400 | POLITICAL IDEAS & IDEOLOGIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced Integration**

For this course, students draw upon multidisciplinary perspectives to explore how political ideas and ideologies shape our understanding of the world in a collaborative seminar tied to a series of public events co-sponsored by Pi Sigma Alpha (the Political Science Honors Society). The course brings together interdisciplinary scholarly research, political engagement, and discourse across ideological perspectives to help students interact substantively with the history of ideas to better understand both their political community and themselves, while learning what it means to be an engaged scholar whose research informs their approach to their political community (and vice versa). This course may be taught by a single instructor or team-taught by multiple instructors.

**POLS 430 | FIELD SEMINAR IN CALIFORNIA GOVERNMENT****Units: 1****Non-Core Attributes: Experiential**

Students attend a three-day seminar on California government and politics in the California State Capitol building in Sacramento. The seminar is offered only during the spring semester at the end of February. Students attend seminar presentations featuring elected state legislators, legislative and executive staffers, journalists, lobbyists, and academic experts on current issues confronting California.

**POLS 434 | WASHINGTON, DC: THE PRESS AND THE PRESIDENCY****Units: 3**

This course provides an analysis of U.S. politics and decision-making as seen through an extensive evaluation of the U.S. press and the U.S. presidency. Students meet during the first two weeks in Washington, D.C., during intersession.

**POLS 435 | WASHINGTON, DC: DIRECTED STUDY IN POLITICAL SCIENCE****Units: 3 Repeatability: No**

This course requires students to complete a research paper while interning in Washington, D.C. The paper will address an issue in political science that relates to the internship experience.

**POLS 436 | WASHINGTON, DC: INTERNSHIP IN POLITICAL SCIENCE****Units: 3,6 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Students work 35-40 hours a week in Washington, D.C., at an internship related to political science. The internship must be approved by the Department of Political Science and International Relations. Students receive 6 units of credit, of which 3 units may apply toward the major.

**POLS 437 | WASHINGTON, DC: CLASS IN POLITICAL SCIENCE****Units: 3 Repeatability: No**

This political science course is taken in Washington, D.C., during the internship. The course must be approved by the Department of Political Science and International Relations.

**POLS 444 | SPECIAL TOPICS IN POLITICAL SCIENCE****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics courses offer an examination of a topical issue affecting politics in the United States. The course number may be repeated for credit provided the topics of the courses are different.

**POLS 448 | INTERNSHIP IN POLITICAL SCIENCE****Units: 1-6 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This course involves participation in a governmental office at the local, state, or national level. Students are required to complete a research paper under the supervision of the instructor. This course is open only to junior or senior political science or international relations majors with a grade point average of 3.0 or higher. Students may not enroll in more than 6 internship units, and only 3 units may be used toward the major.

**POLS 449 | INDEPENDENT STUDY IN POLITICAL SCIENCE****Units: 1-3**

This course involves advanced individual study in public policy, american politics, public law, political behavior, or political theory. This course is open only to junior or senior Political Science or International Relations majors with a grade point average in political science courses of 3.3 or higher. Approval of instructor and department chair is required, and substantial prior coursework in the area is expected.

**POLS 480 | MODEL UNITED NATIONS****Units: 1**

This course involves a simulation of the decision-making process of the United Nations. Students participate in at least one conference per semester where they have the opportunity to represent an assigned country and compete against other universities. This course may be repeated once for credit.

**POLS 485 | WASHINGTON, DC: DIRECTED STUDY IN INTERNATIONAL RELATIONS****Units: 3**

This course requires students to complete a research paper while interning in Washington, D.C. The paper will address an issue in international relations that relates to the internship experience.

**POLS 486 | WASHINGTON, DC: INTERNSHIP IN INTERNATIONAL RELATIONS****Units: 3,6 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Students work 35-40 hours a week in Washington, D.C., at an internship related to international relations. The internship must be approved by the Department of Political Science and International Relations. Students receive 6 units of credit, of which 3 units may apply toward the major.

**POLS 487 | WASHINGTON, DC: CLASS IN INTERNATIONAL RELATIONS****Units: 3**

This international relations course is taken in Washington, D.C., during the internship. The course must be approved by the Department of Political Science and International Relations.

**POLS 492 | SPECIAL TOPICS IN INTERNATIONAL RELATIONS--STUDY ABROAD****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Social/Behavioral Inquiry area****Non-Core Attributes: International**

Special Topics courses--Study Abroad offer an examination of a topical issue affecting the domestic politics of foreign countries or foreign policy and international relations, while taking a course in a study abroad program. This course number may be repeated for credit provided the topics of the courses are different.

**POLS 494 | SPECIAL TOPICS IN INTERNATIONAL RELATIONS****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics courses offer an examination of a topical issue affecting the domestic politics of foreign countries or the international political system. This course number may be repeated for credit provided the topics of the courses are different.

**POLS 495 | SENIOR CAPSTONE SEMINAR****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: POLS 330

This course is required for Political Science and International Relations majors. There are four main objectives for this course. First, it provides an opportunity for students to synthesize, integrate and apply the knowledge and skills they have acquired while pursuing the PS or IR major. Second, it provides an opportunity to produce an original research paper or equivalent creative project. Third, it provides students with the opportunity to present their conclusions with faculty, peers, and members of the community. Finally, this class aims to help students improve their writing and communication skills.

**POLS 498 | INTERNSHIP IN INTERNATIONAL RELATIONS****Units: 1-6 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This course involves participation in an internship related to international relations. Students are required to complete a research paper under the supervision of the instructor. This course is open only to junior or senior political science or international relations majors with a grade point average of 3.0 or higher. Students may not enroll in more than 6 internship units, and only 3 units may be used toward the major.

**POLS 499 | INDEPENDENT STUDY IN INTERNATIONAL RELATIONS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course involves advanced individual study in international relations or comparative politics. This course is open only to junior or senior political science or international relations majors with a grade point average in Political Science courses of 3.3 or higher. Approval of instructor and department chair is required, and substantial prior coursework in the area is expected.

**POLS 521 | COMPARATIVE LEGAL SYSTEMS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course examines legal systems from a comparative perspective. Students will study how scholars, lawyers, and policy makers construct and manage formal and informal measures to ensure societal compliance with the law, the legal accountability of state actor, and the provision of basic rights and access to justice under the law. In the process, students will learn about key case studies and cross-national comparisons to understand the differences in legal systems employed around the world. Students may repeat the seminar for credit when the specific topic changes.

**POLS 523 | INTERNATIONAL LAW ENFORCEMENT****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the methods and approaches used to enforce laws internationally, including the use of international conventions, extradition, mutual legal assistance mechanisms, police and judicial cooperation, and other types of international law enforcement cooperation. Students may repeat the seminar for credit when the specific topic changes.

**POLS 527 | INTERNATIONAL LAW AND POLITICS****Units: 1-3 Repeatability: No**

This topics survey course provides an overview of the politics, theory, and practice of international law, including building of international legal frameworks; the negotiation, ratification, and enforcement of treaties; the role and functioning of multinational legal institutions (such as the International Court of Justice, the International Criminal Court, International Criminal Tribunals, United Nations Rapporteurs, etc.); the domestic options available in the adjudication of international legal controversies; and comparative legal systems. Relevant topics include the development of legal regimes and strategies for dealing with human rights, corruption, war crimes, crimes against humanity, terrorism, drug trafficking, and similar issues. Students may repeat the seminar for credit when the specific topic changes.

**POLS 528 | INTERNATIONAL POLITICAL BOUNDARIES AND BORDER POLITICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course provides an examination of international political boundaries, border politics, and related policies, including trade, economic development, migration, law enforcement and security, and international diplomacy. This course considers comparative border dynamics of various regions, such as U.S.-Mexico, U.S.-Canada, China-Russia, India-Pakistan, Spain-Morocco, and the European Union.

**POLS 529 | LAW OF THE SEA****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 530 | RESEARCH METHODS****Units: 3**

This seminar helps students to formulate empirical research questions and introduces basic research strategies to answer them. Through hands-on experience, students learn to develop theories and to test them using basic research designs and uni- and multivariate analyses. In the end, students should be able to conduct and to critically evaluate basic research in the field.

**POLS 535 | RESEARCH DESIGN****Units: 1.5**

This course is a brief introduction to the principles of research design and analysis in the field of political science and international relations. The course discusses the nature of the scholarly community, the development of middle range theories and hypotheses, conceptualizing and operationalizing variables, and testing hypotheses.

**POLS 536 | RESEARCH SKILLS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course enables students to develop understanding and skills in utilizing specialized research methods and tools such as bibliographic research, data gathering, data visualization, qualitative field methods, statistical analysis, and other advanced research methods. Students may repeat the seminar for credit when the specific topic changes. Lectures may be augmented by computer lab time.

**POLS 550 | COMPARATIVE POLITICS****Units: 3**

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

**POLS 554 | REVOLUTIONARY CHANGE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 555 | POLITICS IN EUROPE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 556 | POLITICS OF AFRICA****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 557 | POLITICS IN LATIN AMERICA****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 559 | POLITICS IN THE MIDDLE EAST****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course explores political developments in the Middle East with particular attention to the contemporary era.

**POLS 561 | POLITICS IN SOUTH AFRICA****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 565 | POLITICS IN RUSSIA****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course offers an examination of the political institutions and forces of change in Russia and the Soviet successor states with particular attention to the difficulties of democratization, modernization, and capitalist transformation.

**POLS 566 | POLITICS IN MEXICO****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 567 | POLITICS IN JAPAN****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 568 | POLITICS IN CHINA****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 570 | THEORIES IN INTERNATIONAL RELATIONS****Units: 3**

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

**POLS 571 | UNITED STATES FOREIGN POLICY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 572 | RUSSIAN FOREIGN POLICY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 573 | CHINESE FOREIGN POLICY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course offers an analysis of the foreign policy of the People's Republic of China. Foreign policy-making and China's relations with other international actors will be examined.

**POLS 574 | U.S.-LATIN AMERICA RELATIONS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 575 | U.S.-MIDDLE EAST RELATIONS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the influences and interests that shape U.S. relations toward the Middle East. Rooted in the study of international relations and foreign policy decision-making, the course critically examines the past, present, and future of relations between the United States and a contested and dynamic region. Students may repeat the seminar for credit when the specific topic changes.

**POLS 576 | U.S. NATIONAL SECURITY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 577 | REGIONAL SECURITY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines security dynamics in important regions of the world, such as West Europe, Latin America, East Asia, and the Islamic countries running from Northwest Africa to Southeast Asia. The course addresses issues like military technology, war, diplomatic relations within the region, political economy, drug trafficking, and terrorism, among others. Students may repeat the seminar for credit when the specific topic changes.

**POLS 578 | TRANSNATIONAL CRIME AND TERRORISM****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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



**POLS 580 | INTERNATIONAL POLITICAL ECONOMY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the international and national political strategies affecting economic growth and global distribution of wealth.

**POLS 581 | POLITICS OF DEVELOPMENT****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the challenge of development, and the domestic and international institutions and policies that seek to promote development around the world. A course subtitle may be modified to reflect a focus on a particular country (e.g., The Politics of Development: South Africa). Students may repeat the seminar for credit when the specific topic changes.

**POLS 582 | INTERNATIONAL HUMAN RIGHTS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 583 | INTERNATIONAL ORGANIZATIONS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 584 | INTERNATIONAL ENVIRONMENTAL GOVERNANCE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the policy decisions that determine human responses to environmental challenges. The course explores three foundational topics: environmental ideologies, the global commons, and natural resources valuation. Students apply these core concepts to environmental sectors, such as climate change, sustainable development, marine resources management, environmental negotiations, and conservation.

**POLS 585 | INTERNATIONAL DIPLOMACY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This topics course examines the theory and use of diplomacy in international relations and world politics. Students will learn about different diplomatic approaches, forums, techniques, and tools used by states, international governmental organizations, non-governmental organizations, and other entities working internationally. Students may repeat the seminar for credit when the specific topic changes. Students may repeat the seminar for credit when the specific topic changes.

**POLS 586 | POLITICS OF INTELLIGENCE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course is designed to provide students with an understanding of the history and institutional structure of the US intelligence community, the intelligence production cycle, how intelligence contributes to policymakers, how intelligence agencies are managed and controlled, the ethical debate about intelligence activities, current intelligence issues facing US policy makers, and counterintelligence concerns.

**POLS 589 | POLITICS OF DISASTER AND CRISIS MANAGEMENT****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This topics course examines the problem of natural disasters, crises, and catastrophic events, and the political and policy responses to these phenomena. Students will learn about different types of hazards, such as earthquakes, tornadoes, fires, nuclear disasters, and famines. Students will also learn about the political, economic, and societal factors that contribute to human vulnerability to hazards, such as poverty, corruption, a lack of preparedness, and other issues of governance. Students will also learn about the strategies and practices employed to mitigate hazards and their effects, as well as the ethical dilemmas and moral hazards involved in disaster relief efforts. Finally, and most important, students will have the opportunity to consider the human toll and other implications of catastrophic events. Students may repeat the seminar for credit when the specific topic changes.

**POLS 591 | MIGRATION AND IMMIGRATION POLITICS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This topics course examines theories, trends, and policies related to migration and immigration. The course reviews historical and contemporary global migration trends, as well as the specific contexts, aspects, and drivers of migration and immigration policy. In the process, students will learn about differing views in different nations about complex and contentious issues related to the politics of migration and immigration, including citizenship and naturalization, the rights of migrants and immigrants, the problem of unauthorized migration, border security and interior enforcement, anti-immigrant sentiment and immigrant advocacy, the cost and contributions of migrants and immigrants, crimes committed by and against immigrants, the “assimilation” or integration of new immigrant groups, and the consequences of migration and immigration for the affected countries and communities. Students may repeat the seminar for credit when the specific topic changes.

**POLS 593 | INTERNATIONAL RELATIONS INTERNATIONAL TRAVEL COURSE****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

International travel courses come in different formats and schedules, including seminars, field studies, lectures, simulations, and short travel courses. By traveling to sites of relevance to the course topic, students have the opportunity to meet with policy makers and practitioners, visit locations of interest, and gather information in the field. 593 courses can be repeated for credit provided the topics are substantially different.

**POLS 594 | SPECIAL TOPICS IN INTERNATIONAL RELATIONS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 595 | MAIR CAPSTONE SEMINAR****Units: 3 Repeatability: No**

Prerequisites: POLS 550 with a minimum grade of C- and POLS 570 with a minimum grade of C-

The Master of Arts in International Relations (MAIR) program at the University of San Diego hosts a capstone seminar for its graduating students to prepare and present a major research project. This capstone seminar is designed to allow students to integrate the knowledge obtained from their course of study in the program and apply that knowledge to the analysis of contemporary issues in international relations. Research topics are determined by the students in consultation with the capstone instructor and other faculty members who serve as external advisors on the student's project. Students present their work at a formal symposium that is open to the public. The final paper and presentation produced for this seminar allow students to fulfill the main learning objectives of the MAIR program, and help to orient them towards a career in international affairs. Students must have completed at least 24 units prior to enrollment in the MAIR Capstone Seminar.

**POLS 596 | SHORT COURSE IN IR: SPECIAL TOPICS****Units: 0.5-1.5 Repeatability: Yes (Can be repeated for Credit)**

Short courses come in different formats and schedules, including academic seminars, professional workshops, and short travel courses. They allow the department to offer courses on topics and/or on schedules that would not be suitable for three units and they give students greater options and more flexibility in load management and scheduling. 596 courses can be repeated for credit provided the topics are different.

**POLS 598 | INTERNSHIP IN INTERNATIONAL RELATIONS****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

Students can receive credit for internships with the government, nongovernment agencies, corporations, and other suitable entities involved in international relations. Students are required to have a writing component in the internship. Students must have completed at least 15 units in the program and have an overall GPA of 3.33 to request an internship for credit. Internships for credit must be approved by the graduate director.

**POLS 599 | INDEPENDENT STUDY IN INTERNATIONAL RELATIONS****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

Directed research can be conducted under the supervision of one of the permanent graduate faculty members in the Department. Students must have completed 15 units in the program and have an overall GPA of 3.5. Project proposals must be approved by a faculty sponsor and the graduate director.

## Psychological Sciences

### Chair

Michael A. Ichiyama, PhD

### Faculty

Rachel E. Blaser, PhD

Veronica V. Galván, PhD

Laura Getz, PhD

Nadav Goldschmied, PhD

Jena Hales, PhD

Anne Koenig, PhD

Patricia Kowalski, PhD

Kristen McCabe, PhD

Adriana Molitor-Siegl, PhD

Sandra Sgoutas-Emch, PhD

Monique Smith, PhD

Jennifer Wenzel, PhD

James M. Weyant, PhD

Jennifer Zwolinski, PhD

The Department of Psychological Sciences offers a major and minor in Psychology and a major in Behavioral Neuroscience.

Due to the number of shared courses between the Behavioral Neuroscience major and the Biology and Psychology majors, students with a Behavioral Neuroscience

major are not eligible to double-major in Psychology or Biology, or minor in Psychology.

## The Psychology Major

Psychology is the scientific study of human and animal behavior and the cognitive and biological processes that underlie it. The objective of USD's psychological sciences program is to advance the student's understanding of psychology as a science, a profession and a means of promoting the welfare of humans and animals. The major is designed to help students prepare for admission into graduate or professional school in psychology and to provide a foundation for entry into fields such as neuroscience, clinical/counseling psychology, law and criminal justice, primary and secondary education, healthcare, business, human resources, the ministry and social work.

## The Behavioral Neuroscience Major

The Behavioral Neuroscience major is an interdisciplinary major within the department of Psychological Sciences which emphasizes the interaction of behavior with biological systems including brain pathways, nervous systems and hormonal systems. Disciplines such as psychology, biology, chemistry, physics, anthropology and philosophy all contribute to a cohesive understanding of psychological functions from a biological perspective. The assimilation of disciplines helps students develop intellectual skills in critical thinking and sound reasoning, and requires integration of knowledge from multiple levels of analysis, all of which are important characteristics of a liberal arts education. Career opportunities include jobs in healthcare, academia, government and the private sector.

## Behavioral Neuroscience

### The Behavioral Neuroscience Major

The Behavioral Neuroscience major is an interdisciplinary major within the department of Psychological Sciences which emphasizes the interaction of behavior with biological systems including brain pathways, nervous systems and hormonal systems. Disciplines such as psychology, biology, chemistry, anthropology and philosophy all contribute to a cohesive understanding of psychological functions from a biological perspective. The assimilation of disciplines helps students develop intellectual skills in critical thinking and sound reasoning, and requires integration of knowledge from multiple levels of analysis, all of which are important characteristics of a liberal arts education. Career opportunities include jobs in healthcare, academia, government and the private sector.

### The Behavioral Neuroscience Major

#### Preparation for the Major

Code	Title	Units
PSYC 101	Introductory Psychology	3
PSYC 230	Research Methods in Psychology	3
PSYC 260	Statistics	3
BIOL 240 & 240L	Bioenergetics and Systems and Bioenergetics and Systems Laboratory	4
BIOL 242 & 242L	Genomes and Evolution and Genomes and Evolution Laboratory	4
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 152 & 152L	General Chemistry II and General Chemistry II Laboratory	4
PHYS 136 & 136L	General Physics I and General Physics I Lab	4

PHYS 137 & 137L	General Physics II and General Physics II Lab	4
MATH 150 or MATH 130	Calculus I Survey of Calculus	3-4
<b>Total Units</b>		<b>36-37</b>

## Major Requirements

A minimum of 28 units of upper-division coursework is required and must be distributed as follows:

Code	Title	Units
<b>Biological Psychology</b>		<b>3</b>
PSYC 342	Biological Psychology	
<b>Cell/Molecular</b>		<b>3</b>
NEUR 305	Cellular and Molecular Neuroscience	
<b>Behavioral Neuroscience</b>		<b>3</b>
NEUR 310	Behavioral Neuroscience	
<b>Capstone</b>		<b>4</b>
NEUR 470	Advanced Research Methods Behavioral Neuroscience Capstone	
<b>Genetics</b>		<b>3</b>
BIOL 300	Genetics	
<b>Cognition</b>		<b>3</b>
Select one of the following:		
PSYC 332	Learning and Behavior	
PSYC 336	Cognitive Psychology	
PSYC 339	Human Memory	
<b>Evolution</b>		<b>3</b>
Select one of the following: <sup>1</sup>		
PSYC 344	Animal Behavior: Comparative Psychology and Ethology	
PSYC 346	Evolutionary Psychology	
PSYC 347	Behavior Genetics	
BIOL 310	Evolution	
BIOL 346	Vertebrate Natural History	
EOSC 438	Animal Behavioral Ecology with Lab	
EOSC 439	Animal Behavioral Ecology	
<b>Electives</b>		<b>6</b>
Select 6 credits from the above courses, if not already used to fulfill requirements, or from the following list. Elective units must come from different disciplines (course subject codes), with no more than 4 units from one discipline, and at least 2 units must be outside of NEUR or PSYC. <sup>1</sup>		
ANTH 310	Human Evolution	
ANTH 311	Monkey Business: Behavior and Ecology of Primates	
BIOL 320	Comparative Anatomy of Vertebrates	
BIOL/CHEM 330	Techniques in Molecular Biology	
BIOL 376	Animal Development	
BIOL 478	Vertebrate Physiology	
BIOL 480	Cell Physiology	
BIOL 482	Molecular Biology	
BIOL 484	Immunology	
CHEM 301 & 301L	Organic Chemistry I and Organic Chemistry I Laboratory	

CHEM 302 & 302L	Organic Chemistry II and Organic Chemistry II Laboratory
CHEM 331	Biochemistry
CHEM 427	Biophysical Chemistry
CHEM 435	Biochemistry Laboratory
NEUR 372	Clinical Neuroscience
NEUR 411	Behavioral Neuroscience of Sleep
NEUR 475	Research Methods in Conditioning and Learning
NEUR 494	Special Topics in Behavioral Neuroscience
NEUR 496	Research Experience
NEUR 499	Independent Study
PHIL 331	Biomedical Ethics
PHIL 413	Philosophy of Mind
PHIL 415	Philosophy of Natural Science
PHYS 340	Biological Physics
PSYC 305	Advanced Statistics
PSYC 355	Abnormal Psychology
PSYC 357	Health Psychology
PSYC 360	Psychology of Stress
PSYC 378	Explorations in Human Sexuality
PSYC 470	Advanced Research Methods Animal Behavior Capstone
PSYC 475	Advanced Research Methods Conditioning and Learning Capstone

### Senior Exit Exam

NEUR 492	Major Field Test <sup>2</sup>
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<b>Total Units</b>	<b>28</b>
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While students are not currently required to participate in research, students who are considering applying to graduate school or medical school are strongly encouraged to volunteer for at least two semester of research experience.

<sup>1</sup> Note: Some of these courses have additional prerequisites.

<sup>2</sup> As part of the department's assessment program, each graduating senior is required to take a major field test in behavioral neuroscience and senior exit survey (NEUR 492). A student who fails to do so may be restricted from graduating.

### Freshman Year

Semester I		Units
PSYC 101	Introductory Psychology	3
CHEM 151 & 151L	General Chemistry I	4
MATH 150 or 130	Calculus I Survey of Calculus	3-4
CC		3-6
<b>Semester II</b>		
PSYC 230	Research Methods in Psychology	3
BIOL 240 & 240L	Bioenergetics and Systems	4
CHEM 152 & 152L	General Chemistry II	4
CC		3-6
<b>Sophomore Year</b>		
<b>Semester I</b>		
PSYC 260	Statistics	3

BIOL 242  
& 242L Genomes and Evolution

PHYS 136  
& 136L General Physics I  
CC

### Semester II

PSYC 342 Biological Psychology  
PHYS 137 General Physics II  
& 137L  
CC

### Junior Year

#### Semester I

NEUR 305 Cellular and Molecular Neuroscience  
BIOL 300 Genetics  
CC or electives

#### Semester II

NEUR 310 Behavioral Neuroscience  
Upper-Division BN Major Requirement  
CC or electives

### Senior Year

#### Semester I

NEUR 470 Advanced Research Methods Behavioral  
Neuroscience Capstone  
Upper-Division BN Major Requirement  
CC or electives

#### Semester II

NEUR 492 Major Field Test  
Upper-Division BN Major Requirement  
CC or electives

The recommended program of study is intended as a guide to students in planning their college program. It is not expected that students will adhere rigidly to the sequence of suggested courses. A minimum grade of C- and a GPA of 2.0 in the 28 graded units of upper division course work used to complete the requirements for the major are required.

The electives chosen to complete the major requirements should be selected in consultation with your academic advisor with a view to achieving balance among the major areas of neuroscience. Elective units must come from different disciplines (course subject codes), with no more than 4 units from one discipline, and at least 2 units must be outside of NEUR or PSYC. A maximum of 4 units from NEUR 496 (and other experiential units) can be applied toward the units required to complete the major.

Due to the number of shared courses between the Behavioral Neuroscience major and the Biology and Psychology majors, students with a Behavioral Neuroscience major are not eligible to double-major in Psychology or Biology, or minor in Psychology.

Note: Transfer students who wish to graduate as psychology or behavioral neuroscience majors must complete a minimum of 12 Upper-Division Units of the required coursework at USD.

### 4 NEUR 305 | CELLULAR AND MOLECULAR NEUROSCIENCE

**Units: 3 Repeatability: No**

- 4 Prerequisites: PSYC 101 and PSYC 230 with a minimum grade of C- and PSYC 342 with a minimum grade of C- and BIOL 242 with a minimum grade of C- and BIOL 242L and BIOL 240 with a minimum grade of C- and BIOL 240L
- 6 This course explores the major areas of cellular and molecular neuroscience with a strong focus on basic principles of cellular neuroscience, including the
- 3 biophysical basis of the membrane potential, action potential generation and
- 4 propagation, axon guidance, neuronal cell biology, synapse formation and neural
- 9 plasticity. At the molecular level the course will delve into structure of ion channels and receptors and molecular mechanisms underlying these cellular processes.

### NEUR 310 | BEHAVIORAL NEUROSCIENCE

**Units: 3 Repeatability: No**

- 3 Prerequisites: PSYC 101 and PSYC 230 with a minimum grade of C- and
- 3 PSYC 342 with a minimum grade of C- and BIOL 242 with a minimum grade of C- and BIOL 242L and BIOL 240 with a minimum grade of C- and BIOL 240L
- 9 This course will explore the biological basis of human and animal behavior, with a focus on neural structures and function. Topics will include neural cell
- 3 physiology, neurotransmitters and receptors, the development of the nervous
- 6 system, sensory and motor systems, and the biological bases of learning and
- 6 memory.

### NEUR 372 | CLINICAL NEUROSCIENCE

**Units: 3 Repeatability: No**

- 4 **Non-Core Attributes: Community Engagement**
- Prerequisites: PSYC 342
- 3 The goal of this course is to extend our understanding of the nervous system to the examination of the biological dimensions of neurological diseases and disorders.
- 9 Students will have the opportunity to apply basic knowledge about the nervous system in order to make sense of actual clinical case studies. Topics will explore
- 0 normal and abnormal functioning of the nervous system related to sensory and
- 3 motor systems, language, vision, physiology, hormones and circadian rhythms, development, and neurodegeneration.
- 12

### NEUR 411 | BEHAVIORAL NEUROSCIENCE OF SLEEP

**Units: 3 Repeatability: No**

Prerequisites: PSYC 342

We spend about a third of our lives asleep, but know little about sleep in comparison to other vital behaviors. Even though many questions remain, a fair amount of detail has been discovered through research and medical cases. In this class, we'll learn about the different stages of sleep and their accompanying characteristics, the brain areas and neural chemicals involved, control processes, sleep disorders, as well as the functions of sleeping and dreaming.



**NEUR 470 | ADVANCED RESEARCH METHODS BEHAVIORAL NEUROSCIENCE CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Advanced Integration, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260 (Can be taken Concurrently) and PSYC 342 and NEUR 310 (Can be taken Concurrently)

In the capstone course, senior Behavioral Neuroscience majors will integrate what they have learned in their previous classes. In this particular class, we will take a more hands-on approach by conducting neuroanatomy, behavioral and neurophysiology experiments. In addition to these experimental modules we will explore behavioral neuroscience by reading and critiquing empirical literature and the methodology used to investigate issues in behavioral neuroscience. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading of the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation.

**NEUR 475 | RESEARCH METHODS IN CONDITIONING AND LEARNING****Units: 3 Repeatability: No**

Prerequisites: PSYC 101 and PSYC 230 and PSYC 260 and PSYC 332  
NEUR 475 will provide the opportunity for psychology and behavioral neuroscience majors to gain hands-on experience with laboratory techniques in learning. In this 3-unit course, students will study the empirical literature and methodology used to investigate issues in learning in a seminar-style setting. Additionally, students will have the opportunity to practice the research methods and statistical concepts through a series of laboratory modules in classical conditioning, operant conditioning, and spatial navigation using human and nonhuman animal subjects. Students enrolled in NEUR 475 and PSYC 475 will meet together for reading, discussion, and laboratory activities. NEUR 475 will NOT include the major APA-style research project or oral presentation, and students will not earn the core attributes of advanced writing or oral presentation. The option of NEUR 475 is provided for students who would like to gain experience with research methodology in human and non-human animal learning, but who plan to complete their core requirements elsewhere. Students may not receive credit for taking both NEUR 475 and PSYC 475.

**NEUR 492 | MAJOR FIELD TEST****Units: 0 Repeatability: No**

As part of the department's assessment program, each graduating senior is required to take a major field test in psychology and senior exit survey. A student who fails to do so may be restricted from graduating.

**NEUR 494 | SPECIAL TOPICS IN BEHAVIORAL NEUROSCIENCE****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: PSYC 342 with a minimum grade of D+

The purpose of this course is to provide the advanced undergraduate student with an opportunity to explore a variety of contemporary topics in behavioral neuroscience. These will be in-depth investigations on subjects of special interest to the instructor. Course may be repeated with different topics. Junior standing; additional prerequisites vary with topic and/or instructor.

**NEUR 496 | RESEARCH EXPERIENCE****Units: 1-2 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Experience in serving as a researcher in a project conducted by a faculty member. By invitation. May be repeated for a maximum of six units. P/F only.

**NEUR 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: NEUR 310

Library, laboratory, or field research of the student's own design conducted under faculty supervision. A written application and final report are required. Senior standing preferred.

## Psychology

### The Psychology Major

Psychology is the scientific study of human and animal behavior and the cognitive and biological processes that underlie it. The objective of USD's psychological sciences program is to advance the student's understanding of psychology as a science, a profession, and a means of promoting the welfare of humans and animals. The major is designed to help students prepare for admission into graduate or professional school in psychology and to provide a foundation for entry into fields such as neuroscience, law and criminal justice, primary and secondary education, medicine, business, human resources, the ministry, and social work.

### Preparation for the Major

Code	Title	Units
<b>Required Courses</b>		
PSYC 101	Introductory Psychology	3
PSYC 230	Research Methods in Psychology	3
PSYC 260	Statistics	3
<b>Total Units</b>		<b>9</b>

MATH 130 is strongly recommended.

### Major Requirements

A minimum of 28 units of upper division coursework in psychology is required and must be distributed as follows:

Code	Title	Units
<b>Biological</b>		<b>3</b>
PSYC 342	Biological Psychology	
<b>Clinical</b>		<b>3</b>
Select one of the following:		
PSYC 354	Behavior Disorders of Childhood	
PSYC 355	Abnormal Psychology	
PSYC 356	Psychological Assessment	
PSYC 357	Health Psychology	
PSYC 359	Health Psychology of Women and Ethnic Groups	
PSYC 466	Methods of Evidence-Based Psychotherapy	
<b>Cognitive</b>		<b>3</b>
Select one of the following:		
PSYC 332	Learning and Behavior	
PSYC 336	Cognitive Psychology	
PSYC 339	Human Memory	
<b>Developmental</b>		<b>3</b>
Select one of the following:		
PSYC 314	Developmental Psychology: Childhood and Adolescence	
PSYC 316	Developmental Psychology: Adulthood and Aging	
PSYC 318	Child Development Across Cultures	

<b>Social</b>	<b>3</b>
PSYC 322 Social Psychology	
<b>Capstone</b>	<b>4</b>
Select one Capstone course from the following:	
PSYC 470 Advanced Research Methods Animal Behavior Capstone	
PSYC 471 Advanced Research Methods Clinical Psychology Capstone	
PSYC 472 Advanced Research Methods Cognitive Psychology Capstone	
PSYC 473 Advanced Research Methods Developmental Psychology Capstone	
PSYC 474 Advanced Research Methods Health Psychology Capstone	
PSYC 475 Advanced Research Methods Conditioning and Learning Capstone	
PSYC 476 Advanced Research Methods Social Psychology Capstone	
PSYC 479 Advanced Research Methods Capstone	
<b>Electives</b>	<b>9</b>
Upper-Division Electives selected from any course listed above, if not used to fulfill a requirement, or from the courses below.	
PSYC 305 Advanced Statistics	
PSYC 324 Cross-Cultural Psychology	
PSYC 326 Organizational/Industrial Psychology	
PSYC 328 Stereotyping, Prejudice and Discrimination	
PSYC 330 Psychology of Gender	
PSYC 344 Animal Behavior: Comparative Psychology and Ethology	
PSYC 346 Evolutionary Psychology	
PSYC 347 Behavior Genetics	
PSYC 360 Psychology of Stress	
PSYC 364 Sport Psychology	
PSYC 372 History of Psychological Science	
PSYC 374 Psychology and the Law	
PSYC 377 Theories of Personality	
PSYC 378 Explorations in Human Sexuality	
PSYC 414 Social-Emotional Development	
PSYC 490 Pre-Health Internship	
PSYC 491 Teaching Assistant Experience	
PSYC 494 Special Topics in Psychology	
PSYC 496 Research Experience	
PSYC 498 Internship in Psychology	
PSYC 499 Independent Study	
NEUR 305 Cellular and Molecular Neuroscience	
NEUR 310 Behavioral Neuroscience	
NEUR 372 Clinical Neuroscience	
NEUR 411 Behavioral Neuroscience of Sleep	
NEUR 494 Special Topics in Behavioral Neuroscience	
MFTS 365 Current Approaches to Peer Assistance	
EOSC 438 Animal Behavioral Ecology with Lab	
EOSC 439 Animal Behavioral Ecology	
<b>Senior Exit Exam</b>	

PSYC 492 Major Field Test in Psychology <sup>1</sup>	
<b>Total Units</b>	<b>28</b>

<sup>1</sup> As part of the department's assessment program, each graduating senior is required to take a major field test in psychology and senior exit survey (PSYC 492). A student who fails to do so may be restricted from graduating.

## The Social Science Teaching Credential

Students wishing to earn a social science teaching credential may do so while completing a major in psychology. The specific requirements for the teaching credential differ from the general requirements for the psychology major. Students interested in pursuing a social science teaching credential should consult the School of Leadership and Education Sciences.

## Recommended Program of Study, Psychology

The recommended program of study is intended as a guide to students in planning their college program. It is not expected that students will adhere rigidly to the sequence of suggested courses. For example, a student may take FYW 150 in the second semester of the freshman year equally as well as in the first semester.

### Freshman Year

<b>Semester I</b>		<b>Units</b>
PSYC 101	Introductory Psychology	3
FYW 150	First Year Writing	3
MATH 115	College Algebra	3
or 130	Survey of Calculus	
CC		6

### Semester II

PSYC 230	Research Methods in Psychology	3
CC		12

### Sophomore Year

<b>Semester I</b>		
PSYC 260	Statistics	3
CC		12

### Semester II

Upper-Division PSYC		3
CC or electives		12

### Junior Year

<b>Semester I</b>		
Upper-Division PSYC		6
CC or electives		9

### Semester II

Upper-Division PSYC		6
CC or electives		9

### Senior Year

<b>Semester I</b>		
Upper-Division PSYC		3
Psychology Capstone Course		4
CC or electives		9

### Semester II

## Upper-Division PSYC

CC or electives

A minimum grade of C– in the 28 units of upper division course work in psychology used to complete the requirements for the major, and a minimum GPA of 2.00 in all upper division course work in psychology are required.

The electives chosen to complete the major requirements should be selected in consultation with your academic advisor with a view to achieving balance among the major areas of psychological knowledge. Students can take a maximum of 4 upper division pass/fail units towards the Psychology major (e.g., PSYC 490, 491, 496, 498), and a maximum of 6 are applicable to the 124 units required for graduation. For students interested in graduate work in psychology, taking additional courses, including laboratories, beyond those required for the major is an important consideration, as is obtaining field and research experience. Those who anticipate taking PSYC 499 should begin that work in the first semester of their senior year.

Note: Transfer students who wish to graduate as psychology or behavioral neuroscience majors must complete a minimum of 12 upper-division units in the Department of Psychological Sciences.

## The Psychology Minor

Code	Title	Units
PSYC 101	Introductory Psychology	3
PSYC 230	Research Methods in Psychology	3

In addition to PSYC 101 and PSYC 230, select 12 units of additional PSYC or NEUR courses, including at least 9 upper-division units.

Students with a Behavioral Neuroscience major are not eligible to minor in Psychology.

### PSYC 101 | INTRODUCTORY PSYCHOLOGY

Units: 3

**Core Attributes:** First Yr Integration (LC Only), Social/Behavioral Inquiry area

This core curriculum course provides an introduction to the science of psychology and includes the following topics: history of psychology, research methods in psychology, biological bases of behavior, sensation and perception, development, learning, memory, cognition, motivation, emotion, personality, social psychology, psychological disorders, and therapy. (every semester).

### PSYC 230 | RESEARCH METHODS IN PSYCHOLOGY

Units: 3 Repeatability: No

**Core Attributes:** First Yr Integration (LC Only)

Introduction to the principles and methods of psychological research through lecture, discussion, and participation in laboratory and field research projects. This course will cover multiple research designs including both qualitative and quantitative approaches. Every semester.

### PSYC 260 | STATISTICS

Units: 3 Repeatability: No

**Core Attributes:** Quantitative reasoning comp

Introduction to the analysis of research data in psychology. Topics include measures of central tendency and variability, correlation, prediction, and hypothesis testing.

### 6 PSYC 294 | SPECIAL TOPICS IN PSYCHOLOGY

9 Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)

Prerequisites: PSYC 101

The purpose of this course is to provide the beginning undergraduate student with an opportunity to explore a variety of contemporary topics in psychology. These will be in-depth investigations on subjects of special interest to the instructor. Course may be repeated with different topics. Prerequisite vary with topic and/or instructor.

### PSYC 305 | ADVANCED STATISTICS

Units: 3

Prerequisites: PSYC 260

This course will build on and extend student knowledge of analyses first introduced in the basic statistics course. After review of basic statistics, key issues to be explored include testing underlying assumptions of parametric statistics, transformations of data, nonparametric statistics, analysis of covariance, multiple regression, partial correlation, and multivariate analysis of variance. Students will learn to enter data on a computer and use a statistical program (SPSS) to perform analyses. Emphasis will be placed on choosing appropriate statistics, carrying out analyses, interpreting results, and reporting findings in APA style.

### PSYC 314 | DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE

Units: 3-4 Repeatability: No

Prerequisites: PSYC 101

The study of growth and development within physical, cognitive, and social domains of the normal individual from conception through adolescence. The influences of maturation and socialization are emphasized as well as the interdependence of the various domains of development. Community service may be required.

### PSYC 316 | DEVELOPMENTAL PSYCHOLOGY: ADULTHOOD AND AGING

Units: 3-4

Prerequisites: PSYC 101

The study of human behavior and development into the adult years. Coverage includes theory and research about aging within physical, cognitive, and social domains from early adulthood through death. Addresses age-related issues as well as the influences of maturation and socialization on development. Community service may be required.

### PSYC 318 | CHILD DEVELOPMENT ACROSS CULTURES

Units: 3 Repeatability: No

Prerequisites: PSYC 101

This course compares and contrast development among infants, children and adolescents across cultures. It reviews theoretical concepts and empirical findings regarding developmental changes and continuities among typical individuals reared within the U.S. It also examines cross-cultural variability and human universals in child development along with sociocultural factors that lead to variability in development among children from differing cultural groups.

### PSYC 322 | SOCIAL PSYCHOLOGY

Units: 3-4

Prerequisites: PSYC 101

The study of how people think about, relate to, and are influenced by others. Topics include: group behavior; socialization; social interaction; attitude change; affiliation; aggression; altruism; person perception; and the role of psychological factors in social problems.

**PSYC 324 | CROSS-CULTURAL PSYCHOLOGY****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

Prerequisites: PSYC 101 and PSYC 230

An examination of human behavior in cultural context. Emphasis will be placed on the role of cultural factors influencing such patterns of behavior as perception, cognition, personality, emotion, development, group dynamics, mental and physical health, and language. As part of studying these cultural differences, you will also reflect and analyze how your own cultural background influences your perceptions of the world.

**PSYC 326 | ORGANIZATIONAL/INDUSTRIAL PSYCHOLOGY****Units: 3**

Prerequisites: PSYC 101

A study of the application of psychological principles in organizational settings. Topics include: organizational structure; personnel selection, social influence and human relations in organizations, leadership, and organizational change.

**PSYC 328 | STEREOTYPING, PREJUDICE AND DISCRIMINATION****Units: 3**

Examination of stereotyping, prejudice, and discrimination from a social psychology perspective. Focus on theory and research about what causes stereotyping, prejudice and discrimination; why these social ills are so resistant to change and how they can be reduced.

**PSYC 330 | PSYCHOLOGY OF GENDER****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

Prerequisites: PSYC 101 and PSYC 230

This course involves an overview of psychological research and theory concerning sex differences, the causes of sex differences, and the influence of gender stereotypes. We will place an emphasis on topics such as sexism, interpersonal relationships, aggression, and health, focusing on how gender dynamics influence power, sustain privilege, and create restrictive social norms for both men and women. Further, the discussion of how gender norms and stereotypes differ across contexts and within and between diverse racial groups and social classes will also demonstrate how an intersectional lens is important to understanding the complexities of gender.

**PSYC 332 | LEARNING AND BEHAVIOR****Units: 3**

Prerequisites: PSYC 101 and PSYC 230

The study of learning in humans and animals. Topics include: theories of learning; classical conditioning; instrumental learning; observation learning; and perceptual-motor and verbal learning and cognition. Current research will be stressed.

**PSYC 336 | COGNITIVE PSYCHOLOGY****Units: 3-4**

Prerequisites: PSYC 101 and PSYC 230 and PSYC 260

Scientific study of how people process information. Topics include perception, attention, memory, imagery, language, concept formation, decision making, and problem solving. Both basic and applied issues will be addressed. The course will focus on current models, including information processing and neural networks.

**PSYC 339 | HUMAN MEMORY****Units: 3 Repeatability: No**

Prerequisites: PSYC 101 and PSYC 230

This course will explore different types of memories, and their real-world application. It will emphasize research studies, and will also discuss other memory topics such as enhancement techniques, eyewitness memory, and memory and brain damage.

**PSYC 342 | BIOLOGICAL PSYCHOLOGY****Units: 3 Repeatability: No**

Prerequisites: PSYC 101 and PSYC 230

Study of the biological bases of behavior, stressing evolutionary, genetic, neural, and hormonal processes. Topics include: anatomy and physiology of the nervous, sensory, and motor systems; and the biological bases of emotion, motivation, learning, memory, sleep, individual differences, and psychopathology. Current research will be stressed.

**PSYC 344 | ANIMAL BEHAVIOR: COMPARATIVE PSYCHOLOGY AND ETHOLOGY****Units: 3 Repeatability: No**

Prerequisites: PSYC 101 and PSYC 230

Study of animal behavior through a synthesis of the work of ethologists and comparative psychologists. Stresses the adaptive nature of behavior and its role in evolution. Topics include research strategies, classification of behavior, evolution and development of behavior, the concept of instinct, communication, and social behavior. Current research will be stressed. Students may not receive credit for taking both PSYC 344 and BIOL 438, BIOL 439, EOSC 438, or EOSC 439.

**PSYC 346 | EVOLUTIONARY PSYCHOLOGY****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only)**

Prerequisites: PSYC 101 and PSYC 230

The goal of this course is to examine and evaluate the evolutionary perspective as it relates to the study of behavior and mental processes. Interdisciplinary evidence will be explored to evaluate the presence of evolved psychological adaptations that characterize human nature. Applications of the evolutionary perspective will be explored in the context of many subfields within psychology, such as learning, memory, cognitive processing, development, personality, social behavior, disorders and more.

**PSYC 347 | BEHAVIOR GENETICS****Units: 3 Repeatability: No**

Prerequisites: PSYC 101 and PSYC 230

Explores the past and current status of the nature/nurture controversy in psychology as an introduction to the methods of research in behavior genetics. Hereditary influences on perception, learning, intelligence, temperament, personality, and psychopathology will be investigated through a consideration of current research in these areas.

**PSYC 354 | BEHAVIOR DISORDERS OF CHILDHOOD****Units: 3**

Prerequisites: PSYC 101

This course will examine the causes of emotional disorders in childhood and the various methods of treatment for childhood disorders.

**PSYC 355 | ABNORMAL PSYCHOLOGY****Units: 3-4**

Prerequisites: PSYC 101

Reviews the current literature on the etiology, prevalence, classification, and treatment considerations relating to abnormal behavior and mental disorders. Course assumes an integrated biopsychosocial perspective and focuses on adult psychopathology. Gender effects and cultural considerations as they relate to the study of abnormal behavior and adult mental disorders are examined.

**PSYC 356 | PSYCHOLOGICAL ASSESSMENT****Units: 3**

Prerequisites: PSYC 101 and PSYC 230 and PSYC 260

Principles of psychological testing, selection, evaluation, and interpretation of test results.



**PSYC 357 | HEALTH PSYCHOLOGY****Units: 3 Repeatability: No****Core Attributes: Advanced Integration****Non-Core Attributes: Community Engagement**

Prerequisites: PSYC 101 and PSYC 230

An examination of the psychological variables contributing to the development and/or progress of disease, and of the effects of illness on injury and behavior. Areas to be considered include the impact of various types of stress on illness, pain mechanisms, psychophysiological disorders, psychological approaches to prevention and management, and treatment compliance.

**PSYC 359 | HEALTH PSYCHOLOGY OF WOMEN AND ETHNIC GROUPS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

Prerequisites: PSYC 101

Recent advances in health care have discovered the necessity for specific treatment, instruction, research, and preventive measures focusing on women and ethnic health. This course is designed to investigate the specific needs of these populations in maintaining and obtaining the best medical care for their physical health. The interplay of biological, psychological, and social factors with health and illness as they specifically apply to these populations is the focus of the course. The role of traditional medical practices, particularly Native American and Asian American health practices is also described.

**PSYC 360 | PSYCHOLOGY OF STRESS****Units: 3 Repeatability: No****Core Attributes: Advanced Integration****Non-Core Attributes: Community Engagement**

Prerequisites: PSYC 101

Health psychology is a science that attempts to find out what makes people sick and the impact one's behavior, biology and environment can have on your well-being and health. One key factor identified to be related to one's quality of life and wellness is stress. Let's face it; we all have been under stress at one point and time. Stress is often unavoidable and can be very damaging. However, very few people are aware of the impact stress has on their well-being and even less know how to do anything about it. This course is designed to provide you with an academic study of stress but most importantly, begin your development of life-long skills needed to enhance well-being.

**PSYC 364 | SPORT PSYCHOLOGY****Units: 3 Repeatability: No**

Prerequisites: PSYC 101

This course examines the psychological factors influencing the experience of sports. Topics include theoretical basis of competition, motivation, group dynamics, aggression, fan behavior, and social facilitation.

**PSYC 372 | HISTORY OF PSYCHOLOGICAL SCIENCE****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: PSYC 101

This course explores the roots of modern psychological thought and methodology. It traces these roots from their origins in philosophy and the natural sciences through early developments in the field of psychology and on into its current form as a hub science. Taking a contextual approach to the history of psychology, the course explores how cultural and political forces shaped the science. Special attention is given to the recurring controversial issues that have fueled debate and motivated research on the nature and origins of human behavior and mental processes. Important goals of the course are to introduce students to sources of historical material in psychology and to involve students in research projects using those materials.

**PSYC 374 | PSYCHOLOGY AND THE LAW****Units: 3-4**

Prerequisites: PSYC 101

Research dealing with psychological factors in the legal system will be surveyed. Particular emphasis will be placed on applying psychological theory and methods to the criminal justice system in an attempt to understand the behavior of its participants.

**PSYC 377 | THEORIES OF PERSONALITY****Units: 3-4**

Prerequisites: PSYC 101

This course surveys the major theoretical schools of thought in the study of personality. Psychoanalytic, psychoanalytic-social, behavioral, cognitive, trait, social learning, and biological theories are examined.

**PSYC 378 | EXPLORATIONS IN HUMAN SEXUALITY****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Domestic Diversity level 2**

Sexuality is a fundamental part of everyone's life. During the past decade, discussions about sexual identity, sexual orientation, sexual behavior and gender issues have become increasingly common in society and education. Sexuality is an important issue of diversity and has been the basis of discrimination, a legacy of isolation, history of violence and exclusionary practices. This course provides an examination of the major variables affecting human sexuality including the physiological, psychological, and sociocultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders. The course will also examine the historical and societal factors that have led to inequities for those who do not represent the power hierarchy of being male and heterosexual.

**PSYC 414 | SOCIAL-EMOTIONAL DEVELOPMENT****Units: 3 Repeatability: No**

Prerequisites: PSYC 314 or PSYC 316 or PSYC 318

This course focuses on the primary social relationships and experiences that humans have as they develop, including normative features of key social interactions and relationships, variability among individuals, and potential problems within these exchanges. It also addresses the impact of these social-emotional experiences on personality and socio-cognitive development as well as on concurrent or subsequent social relationships.

**PSYC 466 | METHODS OF EVIDENCE-BASED PSYCHOTHERAPY****Units: 3**

Prerequisites: PSYC 101

This course will familiarize student with both the theory underlying various evidence-based psychosocial interventions as well as the practical techniques used in those interventions. Psychotherapy methods pertaining to children and adults and to a variety of clinical disorders will be reviewed, demonstrated, and role played. Application to a variety of presenting problems and client types will be discussed.

**PSYC 470 | ADVANCED RESEARCH METHODS ANIMAL BEHAVIOR CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260 and PSYC 344 (Can be taken Concurrently)

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in animal behavior. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an observational study, and collecting and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation.

**PSYC 471 | ADVANCED RESEARCH METHODS CLINICAL PSYCHOLOGY CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260 (Can be taken Concurrently) and (PSYC 354 (Can be taken Concurrently) or PSYC 355 (Can be taken Concurrently))

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in clinical psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation.

**PSYC 472 | ADVANCED RESEARCH METHODS COGNITIVE PSYCHOLOGY CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260 and PSYC 336

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in cognitive psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation.

**PSYC 473 | ADVANCED RESEARCH METHODS DEVELOPMENTAL PSYCHOLOGY CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2FYW) and PSYC 230 and PSYC 260 and (PSYC 314 or PSYC 316 or PSYC 318)

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in developmental psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation.

**PSYC 474 | ADVANCED RESEARCH METHODS HEALTH PSYCHOLOGY CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260 and (PSYC 357 or PSYC 359)

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in health psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation.

**PSYC 475 | ADVANCED RESEARCH METHODS CONDITIONING AND LEARNING CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 101 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260 and PSYC 332 (Can be taken Concurrently)

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in learning. The course will involve the discussion and application of research methods and statistics concepts through course content, a series of experimental modules in learning, and the completion of a research proposal (extensive reading in the empirical literature, designing an experimental study, and predicting results); writing and revising a scientific, APA style research paper; and orally communicating the proposal in a presentation. Students enrolled in NEUR 475 and PSYC 475 will work together on reading, discussion, and laboratory activities. PSYC 475 WILL complete the major APA-style research project and oral presentation, and students will earn the core attributes of advanced writing or oral presentation. Students may not receive credit for taking both PSYC 475 and NEUR 475.

**PSYC 476 | ADVANCED RESEARCH METHODS SOCIAL PSYCHOLOGY CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260 and PSYC 322

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in social psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation.

**PSYC 479 | ADVANCED RESEARCH METHODS CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in a particular area of psychology, with rotating topics. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation. Additional prerequisites may apply depending on the course topic.

**PSYC 490 | PRE-HEALTH INTERNSHIP****Units: 1 Repeatability: No****Non-Core Attributes: Experiential**

Prerequisites: PSYC 101

This is a 1-unit pass-fail only course involving fieldwork under the joint supervision of your instructor and the trauma surgery medical staff at Scripps Hospital (currently under the direction of Dr. Michael Sise). For eligibility, students must be participants in the USD Pre-Health Program under the direction of Cassandra Gomez.

**PSYC 491 | TEACHING ASSISTANT EXPERIENCE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Students will gain experience in serving as a teaching assistant for a PSYC or NEUR course, helping students enrolled in a course by holding office hours and exam review sessions. 1 unit. P/F only. Repeatable. By invitation. Requires consent of the instructor.

**PSYC 492 | MAJOR FIELD TEST IN PSYCHOLOGY****Units: 0**

As part of the department's assessment program, each graduating senior is required to take a major field test in psychology and senior exit survey. A student who fails to do so may be restricted from graduating.

**PSYC 494 | SPECIAL TOPICS IN PSYCHOLOGY****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: PSYC 342

The purpose of this course is to provide the advanced undergraduate student with an opportunity to explore a variety of contemporary topics in psychology. These will be in-depth investigations on subjects of special interest to the instructor. Course may be repeated with different topics.

**PSYC 496 | RESEARCH EXPERIENCE****Units: 1-2 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Experience in serving as a researcher in a project conducted by a faculty member. By invitation. P/F only. Requires the consent of the instructor.

**PSYC 498 | INTERNSHIP IN PSYCHOLOGY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Prerequisites: PSYC 101

This is a pass-fail only course involving fieldwork under the joint supervision of your instructor and agency personnel. Junior standing is required unless the instructor grants approval. Students cannot be on academic probation and must obtain instructor consent to enroll. Course content will include volunteering or working at an approved placement or community agency, individual and/or small group supervision meetings, internship reflection paper, agency performance evaluations, and participation in an internship fair.

**PSYC 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: PSYC 101

Library, laboratory, or field research of the student's own design conducted under faculty supervision. A written application and final report are required. Requires the consent of the instructor.

## Sociology

### Chair

Esteban del Río, PhD

### Faculty

Adina Batnitzky, PhD

Michelle Madsen Camacho, PhD

Julia Miller Cantzler, PhD

Persephone Hooper Lewis, MA, USD Tribal Liaison

Cid Martinez, PhD

Lisa Nunn, PhD

Angela Nurse, PhD

S. Greg Prieto, PhD

Thomas E. Reifer, PhD

Odilka Santiago, PhD

The degree program in sociology provides students with the analytical tools to help them understand the links between individual experiences and the larger society. In examining social life and social change, the department focuses on questions of power, culture, and inequality in the U.S. and at the global level, combining a comparative-historical perspective with the scientific and humanistic vantage points of the social sciences. All students are exposed to classical and

contemporary sociological theories and learn to apply both quantitative and qualitative approaches to sociological research.

The complexity of the field of sociology is reflected in the wide range of courses offered in the department and in the varied interests and backgrounds of the faculty. Professors in the USD Sociology Department specialize in global perspectives on power and inequality; stratification and poverty; immigration; racial, ethnic, and national diversity; spatial segregation; community activism and leadership; gender and sexuality; public health; global expansion of capitalism and democracy; crime, law, citizenship and social justice; environmental inequalities; social movements; and social change.

Careers in Sociology include work in non-profit sectors, education, counseling, research, administration, public service, criminology/criminal justice policy, public health, public relations, IT services, social services, management, sales, and marketing.

We share in USD's mission to work towards peace and social justice, with a special emphasis on the Catholic intellectual and social tradition. Strong community service-learning components and field experience placements in community agencies provide an opportunity for students to link abstract sociological concepts to concrete social issues in the search for solutions to pressing societal problems.

## The Sociology Major

### Major Requirements

Students majoring in sociology must satisfy the core curriculum requirements as set forth in this course catalog and complete all major requirements as presented in the following schedule:

Code	Title	Units
<b>Lower-Division Preparation for the Major</b>		
SOCI 101	Introduction to Sociology	3
SOCI 201	Quantitative Methods	3
SOCI 202	Qualitative Methods	3
SOCI 270	Law and Social Justice	3
and select one of the following:		3
SOCI 210	Social Justice	
SOCI 240	Crime and Inequality	
<b>Upper-Division</b>		
SOCI 301	Sociological Theories	3
SOCI 303	Race and Ethnic Relations	3
or SOCI 370		
18 additional Upper Division SOCI units, at least 12 units of which must be selected from a single area concentration: Social Justice or Law, Crime, Justice <sup>2</sup>		18
<b>Total Units</b>		<b>39</b>

<sup>1</sup> Students should plan their upper-division courses in consultation with their major advisor.

<sup>2</sup> At least 15 of the 24 Upper-Division Units must be taken at USD. No more than 6 non-USD units taken abroad will be accepted for credit toward the Sociology major

### Recommended Program of Study, Sociology

Freshman Year		Units
SOCI 101	Introduction to Sociology	3
<b>Sophomore Year</b>		

SOCI 201	Quantitative Methods	3
SOCI 202	Qualitative Methods	3
SOCI 210 or 240	Social Justice Crime and Inequality	3
SOCI 270	Law and Social Justice	3

#### Junior Year

SOCI 301	Sociological Theories (required)	3
SOCI 303 or SOCI 370	Race and Ethnic Relations (required)	3
Three Upper-Division Electives		9
One-Semester Study Abroad (optional)		

#### Senior Year

Three Upper-Division Electives		9
Internship/Field Experience (optional)		

## Area Concentrations

### Social Justice Concentration

Power, difference, and inequality are at the heart of sociological inquiry. The Social Justice concentration focuses on social structures that serve as mechanisms for the creation and perpetuation of social disparities, while also studying the many ways that groups and organizations seek to create a more socially just world. We interrogate the complicated ways that human behavior is shaped by both structure and agency through a variety of theoretical vantage points with an emphasis on race, ethnicity, socioeconomic class, gender, and sexuality. Courses address systemic inequalities both in U.S. domestic arenas as well as global and transnational dynamics, including issues of peace and war. Topics include education, democracy, citizenship, families, religion, global capitalism, urbanism, the environment and sustainable development, among others. We look at the role of social movements and community organizations in effecting social change. This concentration will be of interest to students planning careers in leadership, the non-profit sector, the labor movement, educational policy, human services/resources, public health, public administration, and business, as well as students pursuing graduate work or careers in law, education, public policy and related professional fields.

### Social Justice Concentration Electives

Code	Title	Units
SOCI 310	U.S. Society	3
SOCI 311	Sociology of Families	3
SOCI 312	Gendered Lives	3
SOCI 313	Sexualities	3-4
SOCI 314	Sociology of Education	3
SOCI 315	Health and Society	3
SOCI 410	Social Change: Global Perspectives	3
SOCI 411	Work and Labor	3
SOCI 412	Community, Consensus, and Commitment	3
SOCI 470	Sexuality and Borders	3
SOCI 494	Special Topics in Contemporary Sociology (approval of department chair required)	3

### Law, Crime, Justice Concentration

The Law, Crime, and Justice Concentration offers students a critical analysis of the relationship between law and society with a particular focus on legal institutions, public policy, crime, the criminal justice system and the production of social inequality. Courses in the concentration seek to reveal the origins and consequences of law by examining the various ways that law both shapes and



is shaped by social and political forces. Various topics in the concentration include: the manifestations, causes, and consequences of criminal behavior; the relationship between law, social power, and persistent social inequalities; and the contested meanings of justice, rights and equality as they exist both inside and outside legal institutions.

### *Law, Crime, Justice Concentration Electives*

Code	Title	Units
SOCI 340	Urban Sociology	3
SOCI 341	Criminology	3
SOCI 342	Juvenile Justice	3
SOCI 343	Corrections	3
SOCI 344	Social Deviance	3
SOCI 345	Theories of Crime	3
SOCI 346	Rights, Justice, Law and Social Change	3
SOCI 440	Race and the Criminal Justice System	3
SOCI 441	Drugs & U.S. Society	3
SOCI 470	Sexuality and Borders	3
SOCI 472	Criminalizing Immigration	3
SOCI 494	Special Topics in Contemporary Sociology	3

### *Additional Electives for either concentration:*

Code	Title	Units
SOCI 371	Inequality and Social Change	3
SOCI 372	Politics and Society	3-4
SOCI 373	Social Institutions	3
SOCI 374	Social Movements	3
SOCI 471	Environmental Inequality and Justice	3
SOCI 472	Criminalizing Immigration	3
SOCI 493	Field Experience in Sociology	1-3
SOCI 498	Internship in Sociology	3
SOCI 494	Special Topics in Contemporary Sociology	3
SOCI 499	Independent Study	1-3

## *The Sociology Minor*

### *Minor Requirements*

Code	Title	Units
<b>Lower Division (9 units)</b>		
SOCI 101	Introduction to Sociology	3
Select two of the following Contemporary Social Issues courses:		6
ETHN 100	Intro to Ethnic Studies	
SOCI 210	Social Justice	
SOCI 240	Crime and Inequality	
SOCI 270	Law and Social Justice	
<b>Upper Division (9 units)</b>		
Sociology courses numbered 300 or higher		9
<b>Total Units</b>		<b>18</b>

Students are advised to take SOCI 101 and either ETHN 100, SOCI 210, SOCI 240, or SOCI 270 (and have completed 45 undergraduate units) before enrolling in any upper division sociology course. (Prerequisites may occasionally be waived with consent of the instructor.)

### **SOCI 101 | INTRODUCTION TO SOCIOLOGY**

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area, Domestic Diversity level 1**

This course is required for the Sociology major and introduces students to basic concepts of sociology: groups, race and ethnicity, class, gender, nation, citizenship, status, role, society, behavior patterns, and social institutions. The approach is broadly comparative, historical, and global in orientation and focus, with an emphasis on the U.S. Particular attention is paid to issues of power, inequality, war, peace, social change, and social justice. Offered every semester.

### **SOCI 201 | QUANTITATIVE METHODS**

**Units: 3**

**Core Attributes: Quantitative reasoning comp**

This course is required for completion of the Sociology major and provides an introduction to the use of quantitative methods with an emphasis on descriptive statistics. Students learn concepts including quantitative research design, sampling methods, components of survey research, measurement and analysis of variables, and standards of ethical practice. Statistical procedures include central tendency and variability measures, the normal curve, probability, correlation, and regression. Students will also develop basic fluency in SPSS, a statistical software package, to analyze empirical data.

### **SOCI 202 | QUALITATIVE METHODS**

**Units: 3**

**Core Attributes: Social/Behavioral Inquiry area**

This course is required for completion of the Sociology major and provides an introduction to the use of qualitative methods such as ethnographic research, field research, individual and focus group interviewing, historical comparative research, and qualitative survey research. Students learn concepts of research design including conceptualization, operationalization, sampling methods, and data analysis. These tools are integral to the execution of qualitative sociological research.

### **SOCI 210 | SOCIAL JUSTICE**

**Units: 3 Repeatability: No**

**Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 1**

This is a social problems course that critically examines issues of power, difference and inequality, utilizing comparative, historical, global and other critical perspectives. In an age of widening social polarization, the intersections of power, structure and agency are at the heart of sociological inquiry. Topics covered include stratification, social change, and struggles for peace and justice as they relate to issues of class, race, gender, sexuality and citizenship. The course will consider these issues in local, regional and global contexts, with an orientation towards social justice. This course is open to both majors and non-majors for fulfillment of the Core Curriculum requirements.

### **SOCI 240 | CRIME AND INEQUALITY**

**Units: 3 Repeatability: No**

**Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 1**

**Non-Core Attributes: Undergraduate Research**

This introductory level course critically examines contemporary social issues in Crime, Justice, Law and Society. It will analyze the historic and contemporary responses of the law-enforcement community to various types of criminal and deviant behavior. The actions of formal agents of social control will be investigated both empirically and theoretically. Topics of the course include: theories of punishment, the criminal justice system, and the enduring tensions between social control and individual freedoms. This course is open to both majors and non-majors for fulfillment of the core curriculum requirements. For sociology majors, it also serves as an introductory pathway to the Crime, Justice, law and Society concentration.

**SOCI 270 | LAW AND SOCIAL JUSTICE****Units: 3****Core Attributes: Social/Behavioral Inquiry area**

This course provides a dynamic broad introduction to the study of law as a social institution, in the context of larger questions of inequality and social justice.

**SOCI 294 | SPECIAL TOPICS IN CONTEMPORARY SOCIOLOGY****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An overview and analysis of selected contemporary topics in sociology, this course discusses specific content to be determined by particular interest of instructor and students. May be repeated for credit with different course content. (Offered on demand).

**SOCI 301 | SOCIOLOGICAL THEORIES****Units: 3**

This course is required for completion of the Sociology major and provides an examination of classical and contemporary sociological theories as part of the development of the structures of knowledge, drawing on a wide range of theorists and perspectives, including micro and macro perspectives, consensus and conflict theories, structural functionalist modernization theory, world-systems analysis, critical race and feminist theory, and related questions of structure, agency, and social change. Emphasis is on critical engagement with theorists and perspectives, and their respective strengths and weaknesses.

**SOCI 303 | RACE AND ETHNIC RELATIONS****Units: 3 Repeatability: No****Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 2**

An introduction to theory and research relative to minority group relations in the United States, with particular emphasis upon patterns, problems, and consequences of social interaction and cultural diversity among different racial, national, religious, and socioeconomic groups.

**SOCI 310 | U.S. SOCIETY****Units: 3****Core Attributes: Advanced writing competency, First Yr Integration (LC Only)**

An introduction to U.S. society within historical and social perspectives. Transitions and transformations in U.S. culture and values are considered in a social context. Topics explored include industrialization, capitalism, social stratification, and the interplay of freedom, democracy, individualism, and volunteerism with the U.S.'s social structure, political institutions, and cultural framework.

**SOCI 311 | SOCIOLOGY OF FAMILIES****Units: 3**

Analysis of the family as a social institution and as a social group, with emphasis on the impact of industrialization on traditional family functions, courtship, role expectations, child rearing, and family stability. The course will examine changes in work patterns, marriage, divorce, and cohabitation over time. Race, ethnicity, and gender differences will also be addressed.

**SOCI 312 | GENDERED LIVES****Units: 3 Repeatability: No**

This course explores how gender organizes our society. It focuses on how specific institutions affect individual agency; for example, how do the media, corporate industries, and professional organizations differently influence the social construction of femininity and masculinity? What processes of social activism and resistance do individuals engage to challenge such pressures? Analyses also focus on how conceptions of biological determinism affect behavior. Finally, the intersections of race, class, and sexual diversity among men and women are investigated as they relate to social phenomena such as production, reproduction, identity, and social change.

**SOCI 313 | SEXUALITIES****Units: 3-4 Repeatability: No****Core Attributes: Domestic Diversity level 2**

An analysis of the phenomenon of human sexuality from a sociological perspective. An understanding of the diversity of sexuality, development of sex roles, sexual orientation, historical and cross-cultural views of sexuality, and trends in sexual behavior and attitudes. Topics will include such issues as sexual identity, socialization, social change, and social movements.

**SOCI 314 | SOCIOLOGY OF EDUCATION****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

An introduction to education as a social process and a social institution. Topics include: the social functions of education; the school as a formal organization and social system; social factors affecting the educational process; and an examination of change and innovation in education.

**SOCI 315 | HEALTH AND SOCIETY****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Writing-Pre F17 CORE**

This course will provide students with an understanding of how social signifiers, such as race, gender, ethnicity, socioeconomic status, and age contribute to disparities in health across different places. Through case studies, students will be encouraged to examine the changing sociologies of health and illness in both a global and local context. Topics will include health care systems, HIV/AIDS, cancer, women's health, obesity, disability, mental health, and alcohol and tobacco. Throughout the course, special attention will be given to the role of medicalization in the transformation of certain human conditions into categories of health and illness.

**SOCI 340 | URBAN SOCIOLOGY****Units: 3**

The goal of this course is to expose students to the array of topics that occupy the attention of contemporary urban scholars: political, economic, and cultural issues related to urban transformation, urban inequalities, urban design, urban consumption, urban sustainability, and urban security.

**SOCI 341 | CRIMINOLOGY****Units: 3**

An examination of crime and society, with special emphasis on theories of criminality, types and trends in crime, and current controversies in criminology.

**SOCI 342 | JUVENILE JUSTICE****Units: 3 Repeatability: No**

This course provides an empirical description and sociohistorical analysis of the complex social problem of juvenile delinquency. Toward this goal, the course examines the historical circumstances and legal heritage out of which the social construction of juvenile delinquency has emerged. The emphasis of the course is on the process through which juvenile behavior becomes juvenile delinquency and the process through which juveniles become juvenile delinquents. This course also explores theoretical explanations for deviance and law-violating behavior committed by juveniles.

**SOCI 343 | CORRECTIONS****Units: 3 Repeatability: No**

This course is a critical evaluation of America's historic and contemporary use of the correctional system as the primary response to crime and many social problems. This seminar is more about ideology than structure, of paramount interest are the social, political and economic contexts of prisons and the "tough on crime" movement that have produced the largest prison system in the world.

**SOCI 344 | SOCIAL DEVIANCE****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

An analysis of conceptions of deviant behavior, the nature and prevalence of such behavior, and the theories developed to explain deviance. Emphasis is upon the relationship of such behavior to social structure and social processes.

**SOCI 345 | THEORIES OF CRIME****Units: 3**

This course uses the theoretical and methodological tools of criminology to examine the origins of deviant and criminal behavior. We will explore the major theoretical perspectives on criminality that have shaped the discipline over time and apply these theories to historical and contemporary case studies of actual criminal behavior. In combination, these theoretical paradigms and case studies should provide insight into a very complicated question - why do people do crime?.

**SOCI 346 | RIGHTS, JUSTICE, LAW AND SOCIAL CHANGE****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

The study of rights, justice, and law as social institutions. After being introduced to the sociolegal foundations of U.S. society and the scope of contemporary law, students will be expected to closely and critically examine the role law plays in the establishment and taking away of individual rights and liberties. Students will also be expected to develop an understanding of justice, how the meaning of justice has changed over the course of U.S. history, and the social forces that have played a role in molding new interpretations of justice. This course places special emphasis on the law's role in both producing and remedying social inequality. Particular attention is given to the subjects of race, gender, class, civil rights, and privacy rights.

**SOCI 371 | INEQUALITY AND SOCIAL CHANGE****Units: 3**

An analysis of the structures and dynamics of social inequality, focusing upon competing theoretical explanations and empirical investigations of different arrangements by which wealth, power, and prestige are distributed in human societies.

**SOCI 372 | POLITICS AND SOCIETY****Units: 3-4**

An introduction to the sociological analysis of the theory and practice of power in contemporary societies. Emphasis will be placed upon such topics as the nature of political power, social and cultural foundations of political institutions, sources and patterns of political involvement, and the social consequences of various types of power structures.

**SOCI 373 | SOCIAL INSTITUTIONS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

A comparative analysis of the basic structuring of human societies, utilizing the perspective of social systems theory. Topics for discussion will include such fundamental institutionalized processes as social allocation and social power, as well as the development of total societies from simple to complex forms of organization.

**SOCI 374 | SOCIAL MOVEMENTS****Units: 3**

An examination of the short-lived, and often extraordinary, non institutionalized behavioral phenomena of crowds, mobs, riots, panics, and crazes that seem periodically to disturb the orderly flow of human societal life. Also examined will be the processes by which these "social aberrations" may become institutionalized as social movements or as part of a new and emerging sociocultural order.

**SOCI 375 | EDUCATION, CITIZENSHIP AND POLITICS IN SOUTH AFRICA****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Global Diversity level 2****Non-Core Attributes: Community Engagement**

This is a study abroad course in South Africa examining the historical, political and educational challenges faced by the post-Apartheid democracy. Students have opportunities to engage with South African communities, specifically the village of Makuleke. Cross-listed as POLS 343.

**SOCI 410 | SOCIAL CHANGE: GLOBAL PERSPECTIVES****Units: 3**

Using sociological perspectives on the roles of cultural beliefs and social practices in shaping people's lives, this course offers an overview of the organizing principles of society that resulted in the transition of pre-industrial societies to modern industrial states. The goals of the course are to make students aware of the power that social and cultural structures hold over them, of the fact that different societies will necessarily hold disparate views on how societies should be organized, and of the means to assess social/cultural differences in a nonjudgmental way. Topics covered include the technological bases of social organization, sex and gender stratification, demography, nationalism, religion, and civil society.

**SOCI 411 | WORK AND LABOR****Units: 3****Core Attributes: Advanced writing competency**

Examination of work, the labor force, and labor markets are integral to sociological theory and research. This course examines how labor and work impact and structure daily life, social structures, and the political economy. In addition, this course examines the relationship between politics and policy and the labor force in the United States.

**SOCI 412 | COMMUNITY, CONSENSUS, AND COMMITMENT****Units: 3****Core Attributes: Oral communication competency**

This interdisciplinary course will be useful for students who seek to understand contemporary social issues in a purposeful and strategic manner. The course utilizes theory and practice in order for students to learn the various dimensions of what constitutes community, and how to apply the tools of community organizing, consensus-building, and sustaining commitment in addressing social issues.

**SOCI 440 | RACE AND THE CRIMINAL JUSTICE SYSTEM****Units: 3**

An examination and analysis of the various structures of inequality as they relate to processes of social control. Emphasis on strategies and techniques utilized to label and combat deviant and criminal behavior. Attention will be focused on the organization and operation of the U.S. criminal justice system.

**SOCI 441 | DRUGS & U.S. SOCIETY****Units: 3 Repeatability: No**

This course utilizes the lenses of criminology and sociology in a cross-national, critical evaluation of America's historic and contemporary drug policies. This course systematically examines the pharmacological effects of legal and illegal drugs, the role of moral panics and moral entrepreneurs in shaping the 'war on drugs' and the impacts of criminalization on the community and criminal justice system.

**SOCI 470 | SEXUALITY AND BORDERS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

This course critically examines sexuality as a set of social and political statuses ascribed to individuals. The course interrogates the ways that laws seek to govern rights and privileges of the citizenry according to these statuses of sexuality, in addition to the ways norms and informal policies prohibit and prescribe individuals' self-expression. The course focuses on issues of crossing borders, both symbolic boundaries, such as norms of families and reproduction within the U.S., as well as passage across national borders for purposes such as marriage immigration, sex tourism, and human trafficking for the sex trade.

**SOCI 471 | ENVIRONMENTAL INEQUALITY AND JUSTICE****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Global Diversity level 2**

Using a sociological perspective, this course explores how social power dynamics along racial, economic, and cultural lines are pertinent to understanding people's disproportionate access to clean, safe, and productive environments, on the one hand, and their unequal exposure to environmental harms, on the other. Through the critical examination of contemporary case studies, students in this course will gain a greater appreciation of the social causes and consequences of environmental racism and inequality, as well as the efforts that are being taken by social groups engaged in political struggles for environmental justice.

**SOCI 472 | CRIMINALIZING IMMIGRATION****Units: 3**

This course provides an overview of sociological research in the field of international migration and focuses on topics including: migration flows into gateway cities such as San Diego, New York, Los Angeles, and Miami; transnationalism; immigration law and policy; immigrant families, activism, citizenship, and work.

**SOCI 473 | SUSTAINABILITY: SOCIOLOGICAL PERSPECTIVES****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

This course examines the powerful—but highly contested—concept of sustainability. This task is complicated by the fact that “sustainability” has come to mean so many things to so many different entities, and has generated such a diverse body of academic literature, that it's difficult to make sense of the term. This course will navigate this complex landscape by critically examining multiple definitions and framings of sustainability, and applying these framings to specific case studies on climate change, energy, water, food, transportation, and waste, to name a few. This course will also explore how understanding sustainability and creating a more sustainable world requires integrating multiple disciplinary perspectives. While a sociological perspective is essential to these tasks, so too are perspectives from the natural sciences, philosophy, history, and the arts, among others.

**SOCI 493 | FIELD EXPERIENCE IN SOCIOLOGY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Practical experience in a field setting under professional and faculty supervision. Each student will complete 40 to 120 hours of training and service (40 hours per unit of credit) in an assigned field setting. Students may be required to attend an orientation program prior to their placement. Regularly scheduled meetings with the faculty supervisor are required from each student. May be taken for one to three units per semester. Field experience courses may not be applied toward fulfillment of requirements for the Sociology Major. Consent of faculty supervisor is required prior to registration. Pass/fail option only.

**SOCI 494 | SPECIAL TOPICS IN CONTEMPORARY SOCIOLOGY****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An in-depth analysis of selected contemporary topics in sociology, with specific content to be determined by particular interest of professor. May be repeated for credit with different course content.

**SOCI 495 | CAPSTONE EXPERIENCE IN SOCIOLOGY****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

A capstone is an immersive practicum that is designed to allow graduating sociology majors and minors to integrate their previous coursework in sociology, as well as other substantive fields, into a culminating piece of scholarship or applied work. We will meet as a seminar in addition to carrying out independent work. Our work will bring all your preparation in the major or minor to bear on your final core project, while also encouraging you to develop your intellectual identity through a process of critical reflection on your academic career and professional development as you start to chart your future path.

**SOCI 498 | INTERNSHIP IN SOCIOLOGY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

A practicum course involving a minimum of 120 hours per semester with various community, social service, and criminal justice agencies throughout San Diego County. Students may be required to attend an orientation program prior to their placement. Fieldwork is under the supervision of agency personnel and the faculty supervisor. Regularly scheduled meetings with the faculty supervisor, a learning journal of experiences, and a research paper are required from each student. A maximum of 6 units of credit from internship courses may be applied toward fulfillment of requirements for the Sociology Major. Junior or senior standing and consent of the faculty supervisor are required prior to registration.

**SOCI 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual study and written research working in close collaboration with a faculty advisor. Consent of instructor and of the department chair are required for registration.

## Theatre

### Chair/Director

Scott Ripley, MFA

### Faculty

Evelyn Diaz Cruz, MFA

Corey Johnston, MFA

Nathaniel Parde, MFA

Robin Roberts, MFA

Monica Stuft, PhD

The Undergraduate Theatre program embraces theatre as a means to inspire humanity and engage a diverse society. Through the lens of playmaking, we are aligned with the University's liberal arts mission - focusing on the development of empathy, critical analysis, creative problem solving, and changemaking. Through collaborative artistic exploration, the program trains the individual to create within the ensemble.

### Special Programs

Students interested in pursuing a Liberal Studies major or an Interdisciplinary Humanities major with a concentration in theatre should plan their program carefully with the advisor in their major and with the Theatre department chair to ensure that graduation requirements are met.



## Preparation for the Major

Code	Title	Units
<b>Lower-Division</b>		
THEA 101	Script Analysis	3
THEA 116	Theatre Practicum - Acting/Stage Management	1-2
THEA 117	Theatre Practicum - Backstage and Production	1
THEA 205	Technical Theatre with Lab	4
THEA 220	Fundamentals of Theatrical Design	3
THEA 230	Fundamentals of Acting	3
<b>Total Units</b>		<b>15-16</b>

## Major Requirements

The Theatre major requires 26 upper-division units.

Code	Title	Units
<b>Upper-Division</b>		
THEA 316	Theatre Practicum - Costume Production	1
THEA 317	Theatre Practicum - Stagecraft	1
THEA 360	Theatre History 1	3
THEA 362	Theatre History 2	3
THEA 370	Performance Studies	3
THEA 380	Theatre of Diversity	3
THEA 475C	Theatre and Community	3
Take two courses (six units) from the following:		6
THEA 320	Scenic Design	
THEA 325	Lighting and Sound for Entertainment Design	
THEA 330	Costume Design	
THEA 365	Playwriting	
THEA 390	Directing and Stage Management	
Take one course (three units) from the following:		3
THEA 340	Voice and Speech	
THEA 345	Physical Actor	
THEA 430	Contemporary Acting	
THEA 435	Classical Acting	
<b>Total Units</b>		<b>26</b>

## The Theatre Minor

### Minor Requirements

Code	Title	Units
<b>Lower Division</b>		
THEA 101	Script Analysis	3
THEA 205	Technical Theatre with Lab	4
THEA 220	Fundamentals of Theatrical Design	3
THEA 230	Fundamentals of Acting	3
Take one course (one - two units) from the following:		1-2
THEA 116	Theatre Practicum - Acting/Stage Management	
THEA 117	Theatre Practicum - Backstage and Production	
<b>Upper Division</b>		
Take one course (one unit) from the following:		1
THEA 316	Theatre Practicum - Costume Production	
THEA 317	Theatre Practicum - Stagecraft	

Take one course (three units) from the following: 3

THEA 370	Performance Studies
THEA 380	Theatre of Diversity
Select one additional upper-division THEA course (three units) from the following:	
THEA 320	Scenic Design
THEA 325	Lighting and Sound for Entertainment Design
THEA 330	Costume Design
THEA 340	Voice and Speech
THEA 345	Physical Actor
THEA 360	Theatre History 1
THEA 362	Theatre History 2
THEA 365	Playwriting
THEA 390	Directing and Stage Management
THEA 430	Contemporary Acting
THEA 435	Classical Acting
THEA 475C	Theatre and Community
THEA 494	Special Topics in Theatre
<b>Total Units</b>	<b>21-22</b>

### THEA 101 | SCRIPT ANALYSIS

**Units: 3 Repeatability: No**

This course focuses on the analysis of dramatic literature – learning how to closely read, examine, dissect, interpret, and analyze play scripts – which is the essential foundation for playmaking. Through the process of excavating a script for the ideas that ultimately shape the play in performance, students will develop critical thinking skills. The course includes extensive reading, written analysis, individual and group projects, and class discussion.

### THEA 111 | THEATRE AND SOCIETY

**Units: 3-4 Repeatability: No**

**Core Attributes: Artistic Inquiry area**

This course studies theatre as an art form and examines the historical role of theatre in the world and its significance as a cultural force. It involves attending plays, designing projects and/or performing.

### THEA 116 | THEATRE PRACTICUM - ACTING/STAGE MANAGEMENT

**Units: 1-2 Repeatability: Yes (Can be repeated for Credit)**

**Non-Core Attributes: Experiential**

This course is for those cast in acting roles or assigned to work as an Assistant/Stage Manager in a Theatre Department show. Attendance required at all rehearsals and performances for the assigned show. Course is open to non-theatre majors/minors and repeatable for up to 3 units. Audition information available in Theatre office and on-line.

### THEA 117 | THEATRE PRACTICUM - BACKSTAGE AND PRODUCTION

**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

**Non-Core Attributes: Experiential**

This course is for students working backstage in a Theatre Department production. Student may be assigned to work in a number of backstage roles such as a dresser or lighting board operator. Attendance required for class meetings and all required rehearsals and performances for the assigned show. Student must check production calendar for conflicts and may register prior to being assigned to a show. No previous production experience necessary. Course is open to non-theatre majors/minors and repeatable for up to 3 units.

**THEA 155 | THEATRE IN EDUCATION****Units: 3**

This course is designed specifically for future elementary school teachers enrolled in the liberal studies major as an introduction to the use of theatre and dance in the classroom. It involves theatre and dance through form, style, history, and cultural perspectives. Students learn the structure and vocabulary of theatre and dance, as well as practical methods of application in the classroom.

**THEA 201 | THE CREATIVE MIND****Units: 3**

This course is designed to build the infrastructure of creative thinking through exploratory engagement with daily life and the world around us. The creative and performing arts provide models for risk taking, confidence in performance and public presentation, and reenvisioning the familiar. Students will experience problem re-framing, collaborative solutions, sensory imagery, and compassionate innovation challenges to develop a vocabulary of creative thinking that can inform artistic practice and build the skills of charismatic leadership.

**THEA 205 | TECHNICAL THEATRE WITH LAB****Units: 4 Repeatability: No**

This course covers the primary technical process, the behind-the-scenes work, necessary to mount a theatrical production. It involves stagecraft vocabulary, set construction, lighting and sound technology, stage management, production organization, and theatre architecture. In the technical theatre lab portion of this course, students learn how to put theory into practice in the support of the semester's theatrical productions. It involves the construction and installation of sets, hanging and focusing lights, and the installation and configuration of the sound system. Hours outside scheduled class time will be required, including some weekends.

**THEA 220 | FUNDAMENTALS OF THEATRICAL DESIGN****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course focuses on understanding foundational elements of theatrical design and developing the skills to translate text into visual content. It involves script analysis, research, creative exploration, and visual communication.

**THEA 230 | FUNDAMENTALS OF ACTING****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area**

This course examines the tradition of the actor as storyteller and challenges students to increase their ability to express their own experience and the experience of others. It involves improvisation, monologue, and scene work, technical methods in voice, physical action, and text analysis.

**THEA 294 | SPECIAL TOPICS IN THEATRE****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Courses examining specific aspects of theatre not covered in other classes. See program listing each semester.

**THEA 316 | THEATRE PRACTICUM - COSTUME PRODUCTION****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This course is for students to practice costume production skills initiated in THEA 205 – Technical Theatre. Students work in the costume shop over the course of the semester to fulfill the course requirement. Course is open to non-theatre majors/minors and repeatable for up to 3 units.

**THEA 317 | THEATRE PRACTICUM - STAGECRAFT****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This course is for students to practice stagecraft skills initiated in THEA 205 – Technical Theatre. Students will work in scenery, lighting and sound production. Course is open to non-theatre majors/minors and repeatable for up to 3 units.

**THEA 320 | SCENIC DESIGN****Units: 3 Repeatability: No**

This course is an advanced study of theatrical set design. It involves script analysis, research, sketching, model building, drafting and presentations. Students are required to attend theatrical productions, both on and off campus.

**THEA 325 | LIGHTING AND SOUND FOR ENTERTAINMENT DESIGN****Units: 3 Repeatability: No**

In this course, students will learn how to use lighting and sound to support a performance. The course covers both technical aspects of modern lighting and sound equipment as well as foundational work in principles of design to help students understand why different pieces of equipment are used and when to use them.

**THEA 330 | COSTUME DESIGN****Units: 3 Repeatability: No**

This course is an advanced study of the process of costuming a theatrical production. It involves how the social impact of clothes translates to theatrical costuming, visual and textual research, play analysis, costume history, rendering, design elements, production procedures, and collaboration with other artists.

**THEA 340 | VOICE AND SPEECH****Units: 3 Repeatability: No**

This course will integrate various vocal training approaches and methods in order to encourage vocal growth in the areas of breath support, clarity of speech, diction, and range. It is specifically designed for actors, but can benefit anyone interested in public speaking or in communicating with more clarity and confidence. It involves cultivating vocal potential and performing monologues, scenes, and poetry.

**THEA 345 | PHYSICAL ACTOR****Units: 3 Repeatability: No**

Through this course, students will learn physically-based performance techniques as a means to discover the body and its movement through space as an inspiration for the actor and the primary generator of meaning in theatre. Selected topics may but will not necessarily include clowning, commedia dell'arte, masks, stage combat and other approaches drawn from movement training.

**THEA 360 | THEATRE HISTORY 1****Units: 3 Repeatability: No**

This course examines the historical role of theatre in the world, exploring the roots and development of theatrical performances in a range of cultures and time periods. In addition to reading play texts, students will evaluate broad-based performance forms such as rituals and festivals as well as consider a range of performance genres from commedia dell'arte to kabuki in oral and manuscript cultures through early print cultures.

**THEA 362 | THEATRE HISTORY 2****Units: 3 Repeatability: No**

This course builds upon Theatre History 1 and examines the historical role of theatre in the world, exploring the roots and development of theatrical performances in a range of cultures and time periods. In addition to reading play texts, students will evaluate broad-based performance forms such as rituals and festivals as well as consider a range of performance genres from popular spectacles to postmodern experiments beginning in periodical print cultures and extending into electric and electronic communication cultures.

**THEA 365 | PLAYWRITING****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Artistic Inquiry area**

This course focuses on writing scenes and creating work in playwriting format, through reading, writing, and acting exercises. The final project is an original one-act play.

**THEA 367 | LONDON PLAYS IN PRODUCTION****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

ENGL 367/THEA 367 is an interdisciplinary course taught in London by one faculty member from English and one from Theatre. It will introduce students to the wide diversity of London theatre in what is arguably the theatre capital of the English-speaking world. Students will read a variety of scripts and see a range of productions in an assortment of venues. In addition, students will participate in field trips designed to provide background, history and context for their theatre experience. Class discussion, two essays, field trips, the integrative core project and the final exam will underscore the interdisciplinary and integrative focus of our study. Students enrolled in ENGL 367 will satisfy core requirements for Literary Inquiry and Advanced Integration. Students enrolled in THEA 367 will satisfy core requirements for Artistic Inquiry and Advanced Integration.

**THEA 370 | PERFORMANCE STUDIES****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

This course is part of the written and oral communication competency series. As an Advanced Writing course, Performance Studies focuses on writing as a process, teaching students how to assess and conduct scholarship in the field. As an Oral Communication course, students will develop well-structured presentations that clearly and compellingly communicate a central argument, use engaging examples as well as a strong delivery. Students will explore and engage with a range of disciplinary methods for analyzing, understanding, and discussing performance in order to learn and apply critical and theoretical concepts as a means to develop skills as scholar-practitioners.

**THEA 380 | THEATRE OF DIVERSITY****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1**

This course explores the dynamic cannon of U.S. theatre literature with a focus on diversity, inclusion and social justice. Primarily a lecture based course, theatre exercises are also used as a teaching tool to foster deeper connections with the material. Student creativity is highly valued, encouraged and supported.

**THEA 385 | ACTING FOR THE MUSICAL THEATRE****Units: 3 Repeatability: No**

This course cultivates the skills of analyzing, interpreting, and performing the two primary texts of the musical theatre song: lyrics and music. By learning the performer's mind/body connection through researching musical theatre repertoire, students ultimately are prepared for an effective musical theatre singing audition.

**THEA 390 | DIRECTING AND STAGE MANAGEMENT****Units: 3 Repeatability: No**

This course focuses on the duties of the two playmakers responsible for leading, planning, executing, and administering the collaborative processes inherent in the rehearsal and performance of theatrical production: the Director and the Stage Manager. Processes, skills, and principles introduced and developed include basic leadership principles, fundamentals of management, organizational structure, theatricality, production concept, effective communication in a collaborative setting, rehearsal etiquette and protocol, staging practice, technical rehearsals, and theatrical performance.

**THEA 405 | BUSINESS OF THEATRE****Units: 3 Repeatability: No**

This course examines the business roles and principles of theatre, both commercial and non-profit. By becoming familiar with the financial, legal, marketing, philosophical, and creative aspects of theatre companies, students will learn how to manage, form, and contribute to a career in arts-based enterprises.

**THEA 430 | CONTEMPORARY ACTING****Units: 3 Repeatability: No**

This course is an advanced study in contemporary acting techniques. Selected topics may but will not necessarily include the Chekhov Technique, the Meisner Technique, Richard Schechner's Rasaboxes™, Acting for the Camera, Acting for Musical Theatre, Stanislavski's Active Analysis, and Viewpoints.

**THEA 435 | CLASSICAL ACTING****Units: 3 Repeatability: No**

This course will focus on performing classical texts. Students will address the challenges of heightened language, rhetoric, argumentation, style, scansion, poetry, and period movement.

**THEA 475C | THEATRE AND COMMUNITY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced Integration, Domestic Diversity level 2****Non-Core Attributes: Community Engagement, International**

This course focuses on the use of theatre and performance as a means of exploring social justice issues in partnership with community organizations. Students will engage the skills necessary for creating theatre on issues of mutual concern and collaborate in multiple and variable levels of the artistic creation. This class culminates in the staging of a final theatrical event. Fulfills: AI (Advanced Integration) and DISJ2 (Diversity Inclusion & Social Justice Level 2).

**THEA 494 | SPECIAL TOPICS IN THEATRE****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Courses examining specific aspects of theatre not covered in other classes. See program listing each semester.

**THEA 496 | SENIOR PROJECT IN THEATRE****Units: 1-3**

Individual directed study under the supervision of a faculty member.

**THEA 498 | PROFESSIONAL INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Internship opportunities may be taken for credit, with the oversight of Theatre faculty. Enrollment is arranged on an individual basis according to a student's interest and background and is dependent on positions available and faculty approval. The department internship instructor as well as the academic advisor should be consulted before beginning an internship. A maximum of six internship units can be earned.

**THEA 499 | INDEPENDENT STUDY****Units: 1-3**

# Theology and Religious Studies

## Department Chair

Russell Fuller, PhD

## Faculty

Susie Paulik Babka, PhD

Jamall Andrew Calloway, PhD

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Christopher Carter, PhD

Bahar Davary, PhD

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Peter Anthony Mena, PhD

Rico G. Monge, PhD

Emily Reimer-Barry, PhD

Karen Teel, PhD

Karma Lekshe Tsomo, PhD

Michele E. Watkins, PhD

Meaghan Weatherdon, PhD

The Department of Theology and Religious Studies is a diverse community of scholars who advance the teaching and study of religion with particular attention to fostering understanding of Catholic traditions. In support of the educational mission of the university and the furtherance of our own disciplines, we pursue excellence in scholarship. As a faculty that is multidisciplinary in both training and outlook, we bring a spirit of creativity and dialogue to bear on the exploration of religious meaning.

We are dedicated to our role in fulfilling the liberal arts goals of the core curriculum, and equally committed to fostering a vibrant cohort of majors and minors. By providing an intellectually rigorous program, we create opportunities for students to probe religion as a constitutive element of human experience and values, and to acquire skills for engaging diverse dimensions of religion with openness and respect.

All lower division courses in our program meet FTRI learning outcomes 1 & 2 in the core curriculum:

(1) Students will demonstrate a critical understanding of Christian traditions, including Catholic Christianity at a basic college level; OR students will demonstrate an understanding of the diversity of religious traditions with special attention to Catholic Christianity at an introductory level.

(2) Students will demonstrate a critical understanding of theory and method in biblical studies, Christian theology, or religious studies.

All upper division core courses meet FTRI learning outcome 3 in the core curriculum:

(3) Students will demonstrate in-depth knowledge of at least one religious tradition, foundational sacred text, or important historical or contemporary issue in the study of theology or religion.

## The Theology and Religious Studies Major

Preparation for the Major

Code	Title	Units
<b>Lower Division</b>		
Select two courses (6 units) from the following:		6
THRS 110	Exploring Religious Meaning	
THRS 112	Introduction to World Religions	
THRS 113	World Religions in San Diego	
THRS 114	Introductory Studies in Catholic Theology	
THRS 116	Introduction to Biblical Studies	
THRS 119	Christianity and Its Practice	
THRS 120	Christianity and Conquest	

THRS 121	Chicanx Religious Identities
THRS 125	Fundamentals of Africana Studies II
THRS 203	Special Topics in Religious Studies
THRS 231	Christian Changemakers
THRS 232	Religion and Animals
THRS 233	Religion and Food
THRS 294	Special Topics in Theology and Religious Studies

Majors are encouraged to choose these two lower-division courses in consultation with their advisors.

**Total Units** **6**

## Major Requirements

Majors may concentrate in specific areas of study through careful distribution of their elective units, including but not limited to biblical studies, religious studies, systematic theology, and theological ethics. It is important to select an advisor specialized in one's area of interest.

Code	Title	Units
<b>Upper Division</b>		
THRS 301	Religion Café: Majors and Minors Seminar	3
THRS 495	Capstone in Theology and Religious Studies <sup>1</sup>	3
Select one course in Bible or in Christianity chosen from the following:		3
THRS 331	Sexual Ethics in the Catholic Tradition	
THRS 332	HIV/AIDS and Christian Ethics	
THRS 333	LGBTQ+ and Christianity	
THRS 334	Christian Social Ethics	
THRS 335	Catholic Social Thought	
THRS 338	Faith & Environmental Justice	
THRS 343	Christian Marriage	
THRS 349	Art and the Theological Imagination	
THRS 353	Early Christianities	
THRS 356	Catholicism in the United States	
THRS 357	Saints and Sinners in U.S. Protestantism	
THRS 358	Latinoa Catholicism	
THRS 359	Jesus of Hollywood	
THRS 360	Who Is Jesus?	
THRS 361	Jesus and Justice	
THRS 362	Christian Understandings of Salvation	
THRS 365	Black and Womanist Theologies	
THRS 367	Feminist Theology and Ethics	
THRS 369	Liberation Theology	
THRS 372	Women, Gender, and Christianity in the Ancient World	
THRS 375	Faith and Politics: Theological Perspectives	
THRS 376	Racial Justice: Catholic Perspectives	
THRS 377	The Theologies of Martin Luther King, Jr. & Malcolm X	
THRS 379	Literature, Theology, & the Religious	
THRS 381	The Five Books of Moses	
THRS 382	The Prophetic Tradition of Israel	
THRS 383	Sinners and Social Justice: The Gospel of Luke	
THRS 385	Paul, the Man & his Message	
THRS 386	Word and Wisdom: John's Portrait of Jesus	
THRS 387	Gospel of John: Word and Wisdom (Advanced Writing)	
THRS 388	The World of the Bible	



THRS 389	Matthew and Mark: Advanced Writing	
Select one course in a religious tradition other than Christianity chosen from:		3
THRS 305	Buddhist Art and Pilgrimage in India	
THRS 311	Jewish Faith and Practice - Advanced Writing	
THRS 312	The Hindu Tradition	
THRS 313	Jewish Faith and Practice	
THRS 314	Buddhist Thought and Culture	
THRS 315	Islamic Thought and Culture	
THRS 318	Islam, Women and Literature	
THRS 320	Indigenous Religions and Spiritualities	
THRS 326	Religion and the Performing Arts in Bali	

**Elective Credits** **18**

Students must complete 18 other units (6 courses) of elective credit in THRS, only 3 units of which may be chosen from among the lower-division courses. Majors may concentrate in specific areas of study through careful distribution of their elective units, including but not limited to biblical studies, religious studies, systematic theology, and theological ethics. It is important to select an advisor specialized in one's area of interest.

**Total Units** **30**

<sup>1</sup> Must be taken in final spring semester.

## *The Theology and Religious Studies Minor* *Minor Requirements – 18 units*

18 units in Theology and Religious Studies, of which at least 9 must be upper division courses.

### **THRS 110 | EXPLORING RELIGIOUS MEANING**

**Units: 3**

**Core Attributes:** First Yr Integration (LC Only), Theo/Religious Inquiry area

A thematic and topical introduction to the study of religion. Drawing material from at least four religious traditions, including Christianity, this course considers a range of possible themes and topics such as symbol, ritual, mysticism, myth, material culture, gender, ethics, ecology, death and the afterlife, and contemplative practice.

### **THRS 112 | INTRODUCTION TO WORLD RELIGIONS**

**Units: 3 Repeatability: No**

**Core Attributes:** First Yr Integration (LC Only), Theo/Religious Inquiry area

A survey of the major religious traditions of the world, focusing on an understanding of the religious world views and practices that shape cultures across the globe. Selected readings from these traditions, which will include Christianity, the religions of India and East Asia, Judaism, Islam, and the religions of indigenous oral cultures. Students may not receive credit for taking both THRS 112 and THRS 113.

### **THRS 113 | WORLD RELIGIONS IN SAN DIEGO**

**Units: 3 Repeatability: No**

**Core Attributes:** First Yr Integration (LC Only), Domestic Diversity level 1, Theo/Religious Inquiry area

A survey of major religious traditions of the world, including Catholic Christianity, focusing on their presence in San Diego and issues of power, privilege, and social justice. Students may not receive credit for taking both THRS 112 and THRS 113.

### **THRS 114 | INTRODUCTORY STUDIES IN CATHOLIC THEOLOGY**

**Units: 3 Repeatability: No**

**Core Attributes:** First Yr Integration (LC Only), Theo/Religious Inquiry area

This course introduces students to the methods and content of Christian theology, with particular emphasis on Catholic theological traditions. In addition to theological method, topics may include the scriptures, history of the church and/or theology, the nature of theological discourse, and examination of select topics or issues in theology.

### **THRS 116 | INTRODUCTION TO BIBLICAL STUDIES**

**Units: 3-4**

**Core Attributes:** Theo/Religious Inquiry area

A study of the Bible: its formation, historical character, primary themes, and interpretation.

### **THRS 119 | CHRISTIANITY AND ITS PRACTICE**

**Units: 3 Repeatability: No**

**Core Attributes:** First Yr Integration (LC Only), Theo/Religious Inquiry area

An introduction to Christian belief and practice through reflection on classic and contemporary expressions of the Christian life. Students may not receive credit for taking both THRS 119 and THRS 120.

### **THRS 120 | CHRISTIANITY AND CONQUEST**

**Units: 3 Repeatability: No**

**Core Attributes:** Domestic Diversity level 1, Theo/Religious Inquiry area

An introduction to the history, current status, and theological themes of Christianity, including Catholicism. Emphasis on the relationship between Western Christianity and European colonialism, including how Christian beliefs have been deployed both to rationalize and to resist imperialist and colonialist domination. Students may not receive credit for taking both THRS 119 and THRS 120.

### **THRS 121 | CHICANX RELIGIOUS IDENTITIES**

**Units: 3 Repeatability: No**

**Core Attributes:** First Yr Integration (LC Only), Domestic Diversity level 1, Theo/Religious Inquiry area

An historical and contextual investigation of Chicanx identities in relation to religious and spiritual traditions, with special attention to Catholic Christianity. Students will engage in community based learning and reflect critically on constructions of power, privilege, and oppression.

### **THRS 125 | FUNDAMENTALS OF AFRICANA STUDIES II**

**Units: 3 Repeatability: No**

**Core Attributes:** First Yr Integration (LC Only), Theo/Religious Inquiry area

This course studies the history and development of religion and theology during and after the transatlantic slave trade. We will look at the development of Catholicism in its relation to African Traditional Religions and evaluate how they influenced and altered Black religious beliefs in the modern world.

### **THRS 203 | SPECIAL TOPICS IN RELIGIOUS STUDIES**

**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

**Core Attributes:** First Yr Integration (LC Only), Theo/Religious Inquiry area

An examination of selected issues or themes in religion to be chosen by the instructor. Topics will have a comparative focus, with special attention to Catholic Christianity as well as theory and method in religious studies. Topics will vary semester by semester. A list of current special topic offerings is available on the department website.

**THRS 231 | CHRISTIAN CHANGEMAKERS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area**

An introduction to the nature and scope of Christian theology, with a special focus on Christians who have created positive social change. We study the works of a select group of writers, thinkers, and activists, all of whom have been significantly shaped by their encounter with Christianity, and have, in turn, created lasting testimonies of significant cultural value because of that encounter. Throughout the semester students engage in self-reflection about their life experiences and core values; in written assignments students explore what it means to create positive social change in our world. There are no prerequisites for this course.

**THRS 232 | RELIGION AND ANIMALS****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

An introduction to the subfield of animals and religion. Special attention will be given to Catholic and Jewish traditions, world views, and practices.

**THRS 233 | RELIGION AND FOOD****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

An introduction to religious studies through a consideration of food, the systems that produce food, and the religious and ethical questions associated with food. We will consider the theme of religion and food in select Abrahamic traditions (Jewish, Christian, and Muslim traditions), Dharma traditions (Hindu, Jain, and Buddhist traditions), indigenous North American traditions, and ask what food means or should mean at USD as a value-based Catholic university.

**THRS 294 | SPECIAL TOPICS IN THEOLOGY AND RELIGIOUS STUDIES****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Theo/Religious Inquiry area**

An examination of selected issues or themes in theology and/or religious studies, to be chosen by the instructor. Course meets FTRI learning outcomes 1 and 2 in core curriculum.

**THRS 301 | RELIGION CAFÉ: MAJORS AND MINORS SEMINAR****Units: 3 Repeatability: No**

Through the study of exemplary texts and presentations from invited Theology and Religious Studies faculty members, this seminar will introduce students to the various methodologies in the academic study of religion, as well as to the research interests of current faculty members in the department. This course will also address basic research methodologies, the use of the library and the internet, and the construction of a research paper. This seminar is required of all majors and is open to minors. The course should be taken as soon as possible following the declaration of the major or minor.

**THRS 305 | BUDDHIST ART AND PILGRIMAGE IN INDIA****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Theo/Religious Inquiry area**

Pilgrimage is a core element of Buddhist practice, and the earliest Buddhist art was both located at and inspired by pilgrimage sites. Just as works of art are best encountered in person, the nature of pilgrimage can be explored most profoundly through travel. This team-taught study-abroad course involves pilgrimage to Bodhgaya, India, the site associated with the Buddha's awakening, one of the original and most important Buddhist pilgrimage destinations. The course is only offered as a study abroad course.

**THRS 311 | JEWISH FAITH AND PRACTICE - ADVANCED WRITING****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Theo/Religious Inquiry area**

An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions. Students will write a thesis-driven research paper. This course fulfills the Advanced Writing requirement of the core curriculum. Students may not receive credit for taking both THRS 311 and THRS 313.

**THRS 312 | THE HINDU TRADITION****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A study of key aspects of the multiple ways of being religious that form the Hindu tradition, including scriptures, theologies, spiritualities, rituals, social practices, images of divinity, important figures, and contemporary developments. Points of contact with other Indic traditions, Christianity, and Islam will be considered as appropriate.

**THRS 313 | JEWISH FAITH AND PRACTICE****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions. Students may not receive credit for taking both THRS 311 and THRS 313.

**THRS 314 | BUDDHIST THOUGHT AND CULTURE****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2, Theo/Religious Inquiry area**

An introduction to the academic study of Buddhism. The course systematically explores the historical development, philosophical premises, religious practices, social institutions, and cultural expressions of the world's Buddhist traditions, with special emphasis on points of contact between Buddhist and Christian thought.

**THRS 315 | ISLAMIC THOUGHT AND CULTURE****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

This course is designed to provide students with a basic introduction to Islam. The monotheistic belief system and the concept of Qur'anic law will be the focus of the early part of the course. Brief overview of its early history will be followed by discussions on questions of interpretation, reform, and renewal.

**THRS 318 | ISLAM, WOMEN AND LITERATURE****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

The course will set in perspective the diversity of cultural manifestations of Islam in its regard for women. It will require a selective exploration of literary works. The writings reflect debates regarding the ever-changing role of Muslim women within various religious, social, geographic, economic and political contexts, primarily in the last 50 years, a period of significant historical change in the Muslim world.

**THRS 320 | INDIGENOUS RELIGIONS AND SPIRITUALITIES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area**

Using a religious studies method, this course introduces students to the diversity of Indigenous religious and spiritual traditions across Turtle Island, with special attention to local Indigenous communities. Students will also be introduced to Indigenous theories and decolonizing methodologies and consider the challenges that these fields pose to the study of Indigenous religions.

**THRS 323 | WAR AND PEACE IN THE CHRISTIAN TRADITION****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area, Theo/Religious Inquiry area**

An examination of the three dominant paradigms for thinking about war and peace in the Christian tradition: holy war, pacifism, and just war. We will consider how these frameworks are employed today in both religious and secular contexts as we apply these frameworks to the evaluation of particular conflicts/issues, which may include: the wars in Afghanistan and Iraq, humanitarian interventions, the ‘war on terrorism,’ preemptive and preventive war, drones, weapons of mass destruction, and care for veterans. Throughout, students will build skills in ethical analysis and reflexivity. There are no prerequisites for this course.

**THRS 326 | RELIGION AND THE PERFORMING ARTS IN BALI****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Global Diversity level 1, Theo/Religious Inquiry area**

This course will integrate the perspectives of religious studies, music, and ethnomusicology in exploring the faith and practices of Balinese Hindus and examining the complex integration of music, dance, drama, and other arts in their vibrant ritual life. Emphasis will be placed on indigenous, colonial, and neocolonial expressions of cultural, social, and economic power and privilege on the island. Offered as a study abroad course in Bali, Indonesia, in tandem with MUSC 341.

**THRS 331 | SEXUAL ETHICS IN THE CATHOLIC TRADITION****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area, Theo/Religious Inquiry area**

An examination of human sexuality from the perspective of the Roman Catholic tradition. After an introduction to Catholic ethical method, the course examines traditional and contemporary understandings of sexuality, gender, sexual orientation, love, and justice. This provides a foundation for consideration of moral norms regarding such issues as marriage, non-marital sex, LGBTQ sexuality, masturbation, pornography, birth control, prostitution, and prevention of sexually transmitted infections including HIV/AIDS.

**THRS 332 | HIV/AIDS AND CHRISTIAN ETHICS****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, First Yr Integration (LC Only), Domestic Diversity level 1, Ethical Inquiry area, Theo/Religious Inquiry area**

An examination of the intersection of Christian theological ethics and the dilemma of human immunodeficiency virus/acquired immune deficiency syndrome (hereafter, HIV/AIDS). We begin with an introduction to ethical method in the Christian tradition, an overview of the science of HIV/AIDS, and an overview of the sociological and statistical data pertaining to the global pandemic. From there we have the foundation to discuss a range of ethical issues on the topic of HIV/AIDS. Students will select a topic to explore in further detail in an individual research paper project. Our class format will include lecture, group work (including analysis of case studies), discussion with guest speakers, field trips, and facilitated discussion. In addition to required readings, required films and site visits to community organizations will challenge students to engage the personal stories of HIV-positive and AIDS-diagnosed persons.

**THRS 333 | LGBTQ+ AND CHRISTIANITY****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Domestic Diversity level 2, Theo/Religious Inquiry area**

A critical analysis of how Christians have understood marginalized sexual identities and gender identities, with particular attention to issues of power, privilege, and intersectionality.

**THRS 334 | CHRISTIAN SOCIAL ETHICS****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area, Theo/Religious Inquiry area**

This course is designed to introduce students to the field of Christian social ethics. Students will read selections from Christian thinkers, examine various sources of and approaches to Christian ethical reflection, and critically assess a variety of contemporary moral issues.

**THRS 335 | CATHOLIC SOCIAL THOUGHT****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1, Ethical Inquiry area, Theo/Religious Inquiry area****Non-Core Attributes: Community Engagement**

This course will examine the living tradition of Catholic social thought. Major themes in Catholic social teaching will be explored, including the role of the Church in civil society, economic justice, sustainability, peacemaking, and a consistent ethic of solidarity, among others.

**THRS 338 | FAITH & ENVIRONMENTAL JUSTICE****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Domestic Diversity level 1, Theo/Religious Inquiry area**

This course explores how faith rooted approaches to ecological issues can play a pivotal role in addressing our current environmental crisis.

**THRS 340 | BEING HUMAN: RACE, GENDER & SEXUALITY****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area**

What does it mean to be “human?” When someone is referenced as being less than human – “like an animal” – what are the implicit and explicit socio-theological assumptions that inform such dehumanizing rhetoric? This course explores the Christian theological development of the human person – or theological anthropology – with special attention to race, gender, and sexuality. Prerequisites: Any lower-division THRS course THRS 110 or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 123 or THRS 125 or THRS 202 or THRS 203 or THRS 231 or THRS 232 or THRS 294, or consent of the instructor.

**THRS 343 | CHRISTIAN MARRIAGE****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A theological study of Christian marriage with consideration of the historical development and current pastoral understanding of this sacrament.

**THRS 349 | ART AND THE THEOLOGICAL IMAGINATION****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

What role do the arts and creative expression play in the task of theology, the disciplined and critical reflection on belief and the nature of God? The meanings discoverable through art and the creative process lead to deeper questions, enhancing critical thought. Art expresses our nature as spiritual beings inseparable from the material world; it explores morality, politics, emotion, the subconscious, and the unknown. The “theological imagination” is a way of perceiving and appreciating the sensible world, as Margaret Miles points out, “with ‘a certain slant of light,’ in which other human beings, the natural world, and objects appear in their full beauty, transformed.” The thesis of the course is that great art, whether explicitly containing religious symbolism or not, reveals the depth dimension of reality, what might be called “God.” This course will consider the meaning and function of theological aesthetics, and attempt to cultivate tools for the appreciation of visual culture: a sharper awareness of seeing, attention to detail, and the habit of mind that recognizes the beautiful as well as the ambiguous.

**THRS 350 | CHRISTIAN SPIRITUALITY****Units: 3-4 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

An exploration of diverse Christian spiritual traditions and an introduction to the methods of the theological sub-discipline of Christian Spirituality.

**THRS 353 | EARLY CHRISTIANITIES****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

This course investigates the earliest Christianities from the first five centuries of the common era with an emphasis on the diversity and contestations of practices and beliefs that characterize the period. Students will focus on the demarcation of Christianity from Judaism, the forms of self-definition that emerge in the period of imperial persecution, and the shifts that take place when the movement gains the support of the Roman emperors in the fourth century. Emphasis will be placed on working with ancient texts and situating them in their broader historical and cultural contexts.

**THRS 356 | CATHOLICISM IN THE UNITED STATES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area**

A study of the history of the Catholic Church in the United States of America. Emphasis on racial and ethnic diversity in the Church, with attention to how social, political, and ecclesial power dynamics have shaped Catholics' varied experiences. Required any lower division THRS course or permission of the instructor.

**THRS 357 | SAINTS AND SINNERS IN U.S. PROTESTANTISM****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

The histories and theologies of Protestantism in the United States from the perspective of individuals and movements that have had significant intellectual and cultural influence, for example on issues of gender, politics, or science. This course is usually taught through role-playing simulation games.

**THRS 358 | LATINO CATHOLICISM****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A culturally contextualized study of the beliefs and practices of Latino Catholics in the U.S., with particular emphasis on popular Catholicism.

**THRS 359 | JESUS OF HOLLYWOOD****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A critical analysis of the life and message of Jesus of Nazareth through the lens of Hollywood films, including theological, historical, and socio-cultural issues raised by this cinematic tradition.

**THRS 360 | WHO IS JESUS?****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A critical investigation of the person and ministry of Jesus in light of Scripture, the Christian tradition, and contemporary concerns.

**THRS 361 | JESUS AND JUSTICE****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area**

A critical investigation of the person and ministry of Jesus in light of Scripture, the Christian tradition, and contemporary concerns. Emphasis on how members of groups traditionally underrepresented in society interpret Jesus' life and message. Students may not receive credit for taking both THRS 360 and THRS 361.

**THRS 362 | CHRISTIAN UNDERSTANDINGS OF SALVATION****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

An examination of Christian understandings of salvation from biblical, historical, and contemporary perspectives.

**THRS 365 | BLACK AND WOMANIST THEOLOGIES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area**

This course will explore Black and Womanist theologies in historical context, paying particular attention to the historical movements, foundational thinkers, and critical voices that have shaped and are reshaping Black and Womanist theologies.

**THRS 366 | THE PROBLEM OF GOD****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area**

The questions "What is God?," "Does God exist?" and "What does it mean to believe in God?" are investigated against the background of classical theism and modern thought.

**THRS 367 | FEMINIST THEOLOGY AND ETHICS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1, Ethical Inquiry area, Theo/Religious Inquiry area**

An exploration of contemporary feminist theologies and ethics from the Christian perspective to gain knowledge of feminist contributions and challenges to the whole of Christian traditions. Included is a survey of the historical emergence of feminist theologies, methods, major theological themes, and feminist Christian approaches to contemporary problems (from different contexts and multiple perspectives).

**THRS 369 | LIBERATION THEOLOGY****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area**

A study of the origin, characteristics, method, central themes, and current expressions of liberation theology. Special emphasis on the understanding of revelation, God, Jesus Christ, the Church, the human being, Christian ethics, social justice, and Christian spirituality.

**THRS 371 | CULTS AND SECTS IN THE UNITED STATES****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

An examination of new religious movements commonly called cults and sects in the U.S.

**THRS 372 | WOMEN, GENDER, AND CHRISTIANITY IN THE ANCIENT WORLD****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

An historical and contextual examination of the relationship between women, gender, and Christianity in late antiquity. Students will learn about the history of women and the role of gender in Christian literature from the first six centuries of the common era.

**THRS 375 | FAITH AND POLITICS: THEOLOGICAL PERSPECTIVES****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A theological study of the public and political roles of religion, including evaluation of the impact of religious beliefs on political behavior.

**THRS 376 | RACIAL JUSTICE: CATHOLIC PERSPECTIVES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area**

A study of Catholic approaches to the struggle for racial justice in US society and the US Catholic Church.



**THRS 377 | THE THEOLOGIES OF MARTIN LUTHER KING, JR. & MALCOLM X****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area**

An examination of the theologies, political philosophies and lives of Martin Luther King, Jr. and Malcolm X.

**THRS 379 | LITERATURE, THEOLOGY, & THE RELIGIOUS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area**

An examination of the intersection between and history of religion and literature using novels, plays, poetry and essays.

**THRS 381 | THE FIVE BOOKS OF MOSES****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A study of the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy), the history of their composition, and their theological contributions to Judaism and Christianity.

**THRS 382 | THE PROPHETIC TRADITION OF ISRAEL****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A study of Old Testament prophets in their historical, social, and political backgrounds. Attention is given to the contribution of the prophets to Jewish-Christian theologies and their significance for the contemporary world.

**THRS 383 | SINNERS AND SOCIAL JUSTICE: THE GOSPEL OF LUKE****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A study of the Gospel of Luke, with some attention also to Acts of the Apostles. Some of the major themes examined are wealth and poverty, gender, and discipleship.

**THRS 384 | GOSPEL OF LUKE: SINNERS AND SOCIAL JUSTICE (ADVANCED WRITING)****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Theo/Religious Inquiry area**

A study of the Gospel of Luke, with some attention also to Acts of the Apostles. Some of the major themes examined are wealth and poverty, gender, and discipleship. This course requires frequent writing assignments with instructor feedback. Students cannot receive credit for taking both THRS 383 and THRS 384.

**THRS 385 | PAUL, THE MAN & HIS MESSAGE****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A study of the Pauline writings and theological thought. Major themes are reviewed with respect to their applications to present-day Christian life.

**THRS 386 | WORD AND WISDOM: JOHN'S PORTRAIT OF JESUS****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A study of the Johannine writings, particularly the Gospel of John. Some of the major themes examined are Jesus's identity and presentation of God, and the role of women in the gospel.

**THRS 387 | GOSPEL OF JOHN: WORD AND WISDOM (ADVANCED WRITING)****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Theo/Religious Inquiry area**

A study of the Johannine writings, particularly the Gospel of John. Some of the major themes examined are Jesus's identity and presentation of God, and the role of women in the gospel. This course requires frequent writing assignments with instructor feedback. Students cannot receive credit for taking both THRS 386 and THRS 387.

**THRS 388 | THE WORLD OF THE BIBLE****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A survey of historical, political, social, cultural, and religious conditions of selected periods in biblical history.

**THRS 389 | MATTHEW AND MARK: ADVANCED WRITING****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Theo/Religious Inquiry area**

A careful study of the gospel of Matthew along with Mark. We will explore these gospels from a literary and historical perspective for the purpose of uncovering the author's intended meaning and message. To achieve this end, we will examine the historical, cultural, and geographical setting of these gospels, their authorship, audience, literary techniques and characteristics, theology and important themes. We will investigate the literary, religious, and philosophical currents in first century Judaism and in the Greco-Roman world which may have influenced the authors. We will also study the ancient traditions regarding gospel authorship and modern theories regarding the creation of the synoptic gospels. Students write an exegesis paper with feedback from the instructor. The course fulfills Advanced Writing in the core curriculum.

**THRS 390 | THE HOLOCAUST: RELIGIOUS QUESTIONS****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A study of the Holocaust focused on the moral and religious dilemmas it raises for Jews and Christians.

**THRS 394 | SPECIAL TOPICS IN THEOLOGY AND RELIGIOUS STUDIES****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Theo/Religious Inquiry area**

A study of selected major figures or problems or movements or periods in either Christianity and/or other religions. Specification will be made by the instructor.

**THRS 495 | CAPSTONE IN THEOLOGY AND RELIGIOUS STUDIES****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Advanced Integration**

A capstone seminar for THRS majors and minors in which students plan and execute senior projects (in most cases, 15-20 pg. term papers). Students will explicitly synthesize and apply knowledge and skills from two distinct disciplines, one of which must be represented within the scholarship and curriculum of the department. Classes will be conducted seminar-style, with required participation among all students.

**THRS 496 | RESEARCH EXPERIENCE IN THEOLOGY AND RELIGIOUS STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential, Undergraduate Research**

This is a course intended to provide theology and religious studies majors with an applied experience in the conduct of original academic research by assisting on a faculty-led scholarly project. The experience is designed to build on the knowledge students gain in THRS 301. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and collaborate on a research project in which the faculty member takes the lead. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of both the student and the faculty member. Up to 3 units of undergraduate research (496) can count toward the THRS major as upper division elective units.

**THRS 498 | INTERNSHIP IN THEOLOGY AND RELIGIOUS STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This is a pass-fail only course involving fieldwork under the joint supervision of the THRS instructor and agency personnel. Students cannot be on academic probation and must obtain THRS instructor consent to enroll. Course content will include volunteering or working at an approved placement or community agency, monthly meetings with the instructor of record, reflection papers, agency performance evaluations, and a poster presentation at a THRS department event. Minimum required semester hours of agency work are as follows: 40 hours for 1 unit; 80 hours for 2 units; 120 hours for 3 units. Up to 3 units of internship (498) can count toward the THRS major as upper division elective units.

**THRS 499 | DIRECTED INDIVIDUAL STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisite: Consent of instructor and approval of the department chair and the dean.

## Visual Arts

See Art, Architecture + Art History (p. 89).

## Women's and Gender Studies

### Program Director

Marcelle Maese, PhD, English

### Program Advisory Board

Josen Diaz, PhD, Ethnic Studies

Evelyn Kirkley, PhD, Theology and Religious Studies

Anne Koenig, PhD, Psychological Sciences

Erin Lovette-Colyer, Director, Women's Center

S. Greg Prieto, PhD, Sociology

Emily Reimer-Barry, PhD, Theology and Religious Studies

### The Women's and Gender Studies Minor

Women's and Gender Studies is an interdisciplinary academic minor that takes as its focus the history, development, and consequences of culturally acquired sexual identities. It is a field of study as complex as the many disciplines it weaves together.

#### Learning Outcomes

After successfully completing the Women's and Gender Studies minor, students will be able to:

- Describe and critically reflect on how they and others have experienced privilege and oppression in relation to sex, gender, or sexuality.
- Analyze, through various modes of inquiry, how concepts of "gender," "sex," or "sexuality" have been socially constructed through history or in contemporary contexts.
- Describe struggles against sexism and heterosexism and patterns of resistance that dismantle hierarchies of sex, genders, and sexualities.
- Examine the intersections of gender, sex, and sexuality with other categories such as race, ethnicity, socio-economic class, age, and ability at local, national, and/or global levels.

The Women's and Gender Studies minor is an 18 unit program that includes the following requirements:

1. GNDS 101 Introduction to Gender Studies
2. Two lower- or upper division elective courses to be selected from a list generated each semester by the program coordinators or from the courses listed below in this course catalog.
3. Two elective upper division courses to be selected from a list generated each semester by the program coordinators or from the courses listed below in this course catalog. Thus 3-9 units of lower-division work, and 9-15 units of upper division coursework are required.
4. Two of the four elective courses listed in items 2 and 3 above must be in the humanities and two must be in the social sciences.
5. GNDS 495 Advanced Women's and Gender Studies

### Interdisciplinary Courses

Courses in this edition of the undergraduate catalog that count toward the Women's and Gender Studies minor are listed below. Other courses that will count toward the minor will be provided on a semester-by-semester basis. Students should select their courses in consultation with one of the program coordinators. Please see the full course descriptions under the appropriate departmental listings.

Code	Title	Units
<b>Social Sciences</b>		
COMM 325	Interpersonal Communication	3
COMM 326	Nonverbal Communication	3
COMM 432	Film and Cultural Politics	3
COMM 445	Gender Communication	3
COMM 475	Intercultural Communication	3
COMM 482	Children and Media	3
COMM 483	Teens and Popular Culture	3
ETHN 321C	African American Panethnicity	3
ETHN 331	Gender in Native America	3
ETHN 355	Asian American Social Movements	3
ETHN 361	Immigration at US-Mexico Border: Ethnicity, Race & Gender	3
ETHN 364	Race, Class and Gender	3
ETHN 365	U.S. Women Of Color Theory And Activism	3
ETHN 367	Race and Globalization	3
LEAD 349	Women in Leadership	3
MGMT 306	Women in Management	3
POLS 307	Feminist Political Theories	3
POLS 309	Sex, Power, and Politics	3
PSYC 328	Stereotyping, Prejudice and Discrimination	3
PSYC 330	Psychology of Gender	3
PSYC 359	Health Psychology of Women and Ethnic Groups	3
PSYC 378	Explorations in Human Sexuality	3
SOCI 101	Introduction to Sociology	3
SOCI 310	U.S. Society	3
SOCI 311	Sociology of Families	3
SOCI 312	Gendered Lives	3
SOCI 313	Sexualities	3-4
SOCI 372	Politics and Society	3
SOCI 470	Sexuality and Borders	3

**Humanities**

ARTH 356	Race, Ethnicity, Art and Film	3
ENGL 215	Children's Literature	3
ENGL 321	Literature of Race, Gender and Sexuality	3
ENGL 342	Romanticism	3
ENGL 358	United States Ethnic Literature	3
ENGL 374	Gender and Literature	3
FREN 414	French Women Writers	3
HIST 126	American Women in History	3
HIST 331	The Global Renaissance	3
HIST 335	The Victorians in Literature & Film	3
HIST 341	World War II	3
HIST 367	Women's Lives in East Asia	3
HIST 383	Chicano/a/x History	3
HIST 385	African American Women	3
PHIL 111	Philosophy of Human Nature	3
PHIL 343	Gender and Economic Justice	3
SPAN 302	Cultural History of Spain	3
SPAN 426	Studies in 18th and 19th Century Peninsular Literature and Culture	3
THEA 370	Performance Studies	3
THRS 318	Islam, Women and Literature	3
THRS 331	Sexual Ethics in the Catholic Tradition	3
THRS 332	HIV/AIDS and Christian Ethics	3
THRS 333	LGBTQ+ and Christianity	3
THRS 334	Christian Social Ethics	3
THRS 358	Latinoa Catholicism	3
THRS 365	Black and Womanist Theologies	3
THRS 367	Feminist Theology and Ethics	3

**GNDS 101 | INTRODUCTION TO GENDER STUDIES****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area, Global Diversity level 1**

This course aims to offer an introduction to gender studies. The course will begin by examining the distinction between sex and gender, as well as how that distinction is employed in discussions of sexuality. Specifically, we will examine the so-called “nature” vs. “nurture” debate and the most recent scientific claims about “innate” sex differences. Next, the course will look into contemporary debates on sex work: prostitution and trafficking. From here we will engage critically with pornography in contemporary society. Is pornography harmful? Is it best understood a protected speech? How are sex workers treated within pornography? Are they oppressed? Are they workers like any other? Next, we will turn to examine the role of gender in inequality in the workplace and the relationship to inequality within the family. Finally, we will also examine the debate around rape on college campuses and Title IX.

**GNDS 294 | SPECIAL TOPICS IN WOMEN'S AND GENDER STUDIES****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

A course focusing on topics of interest and importance to the study of gender. For example, topics might include such subjects as violence against women; the men's movement; contemporary theories of love relationships; and lesbian, gay, and bi-sexual issues. This course may be repeated for credit when the topic changes.

**GNDS 494 | SPECIAL TOPICS IN WOMEN'S AND GENDER STUDIES****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An advanced course focusing on topics of interest and importance to the study of gender. For example, topics might include such subjects as violence against women; the men's movement; contemporary theories of love relationships; and lesbian, gay, and bi-sexual issues. This course may be repeated for credit when the topic changes. Students must have completed 12 units of coursework in the gender studies minor or have consent of the instructor.

**GNDS 495 | ADVANCED WOMEN'S AND GENDER STUDIES****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Domestic Diversity level 2**

Prerequisites: GNDS 101

A capstone seminar course devoted to advanced study in the field, supplemented by directed research in students' areas of primary interest in their majors. When appropriate, it may include an internship component. The research experience will culminate in a symposium.

**GNDS 498 | SECOND SEMESTER JUNIOR STANDING IN INTEGRATED ENGINEERING OR CONSENT OF INSTRUCTOR.****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Directed upper division level internship/ co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit. Prerequisites:.

**GNDS 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A program of advanced study in an area of special interest, arranged between the student and the instructor. The independent study must include at a minimum extensive readings, consistent consultations with the sponsoring instructor, and a final report or project.

## School of Business

### Accountancy

Kristyn Calabrese, PhD

Thomas M. Dalton, PhD, CPA

Mary Durkin, PhD

Mark Thomas Judd, MIB, CPA

Timothy P. Kelley, PhD, CPA

Kimberly Krieg, PhD

Barbara Lougee, PhD

Sarah Lyon, PhD

Loren L. Margheim, PhD, CPA, Department Chair

Diane D. Pattison, PhD

Johan Perols, PhD, CPA

John Prunty, M.S.

James K. Smith, LL.M., PhD, JD, CPA

### Economics

Andrew T. Allen, PhD

Jason Campbell, PhD

Stephen J. Conroy, PhD

Denise Dimon, PhD

Kokila P. Doshi, PhD

Sara Esfahani, PhD

Alan Gin, PhD

Steven B. Levkoff, PhD

Alyson Ma, PhD

Nicolas Maeder, PhD

Andrew J. Narwold, PhD

Ryan Ratcliff, PhD

Alison L. Sanchez, PhD

Jonathan Sandy, PhD

Steven W. Sumner, PhD

Adriana Vamosiu, PhD, Department Chair

Dirk Yandell, PhD

## *Finance*

Biljana N. Adebambo, PhD

William C. Beggs, PhD, CFA

Barbara Bliss, PhD

Joshua Della Vedova, PhD

Shreesh D. Deshpande, PhD

Priya Garg, PhD

Manzur Rahman, PhD, JD

Daniel A. Rivetti, DBA

Daniel Roccato, MBA

Marko Svetina, PhD, Department Chair

PengCheng Zhu, PhD, CFA

Dennis P. Zocco, PhD

## *Innovation & Entrepreneurship*

Jaime Alonso Gomez, PhD

Rangapriya Kannan-Narasimhan, PhD, Department Chair

Michael Lawless, PhD

## *Management, Law and Ethics*

Craig B. Barkacs, MBA, JD

Linda Barkacs, JD

Abigail Berk, PhD

Richard Custin, JD, LLM

Eileen Daspro, DBA

Jaime Alonso Gomez, PhD

Johanna Hunsaker, PhD

Phillip L. Hunsaker, DBA

Rangapriya Kannan-Narasimhan, PhD

Timothy Keane, PhD, Dean

Michael Lawless, PhD

Patricia Marquez, PhD

Robin McCoy, PhD

Jennifer Miles, PhD

Jennifer Mueller, PhD

Afsaneh Nahavandi, PhD

Rebecca Nieman, JD

Tara Ceranic Salinas, PhD, Department Chair

Nichole Wissman-Weber, PhD

Carsten Zimmermann, PhD

## *Marketing*

Kenneth Bates, PhD

Colin Campbell, PhD

Seth R. Ellis, PhD

Justine Rapp Farrell, PhD, Department Chair

Andrea Godfrey Flynn, PhD

Aarti Ivanic, PhD

Maria Kniazeva, PhD

Alexander J. Kull, PhD

C. David Light, PhD

Carlton O'Neal, MBA, JD

Tyagarajan N. Somasundaram, PhD

## *Operations, Supply Chain and Information Management*

Simon R. Croom, PhD, FCIPS

Amitkumar Kakkad, PhD

David C. Keszei, PhD



Stacy Keszei

Yen-Ting Lin, PhD, Department Chair

David F. Pyke, PhD

Carl M. Rebman, Jr., PhD

Ruixia Shi, PhD

Wenli Xiao, PhD

## *Real Estate*

John Demas, LLM, JD, MBA

Jeremy S. Gabe, PhD

Norm Miller, PhD

Charles Tu, PhD, CFA, Department Chair

The School of Business is committed to developing socially-responsible leaders with a global mindset through academically rigorous, relevant and values-based education and research.

The major goal of professional undergraduate business education in the School of Business is to prepare students with an educational foundation for effective and responsible administrative and managerial leadership in both private and public organizations or related professional activities. This goal implies educating persons to be responsible adults in all aspects of their lives in an era of dynamic change. It implies that we aim to educate persons as highly competent professionals who strive for the achievement of the highest values and goals.

The basic orientation of the School of Business is professional, and this dictates a four-part curriculum. The first part is the USD core curriculum. An effective leader and professional in this era of change and challenge must be a well-rounded individual. It is necessary that our students learn the indispensable competencies of written literacy, mathematical competency and critical reasoning. Furthermore, it is our objective to help students develop their own internalized value systems and appreciate the diversity of human experience. We believe that a liberal arts educational foundation is a necessary part of a professional education, and we have structured a curriculum that recognizes this as preparation for life.

The second is the lower-division preparation for the major. These courses provide a solid foundation preparing for the upper-division courses in business. Courses include Survey of Calculus or Calculus, Principles of Microeconomics and Macroeconomics, Information Systems, Statistics for Business and Economics and Principles of Financial and Managerial Accounting.

The third area is the “business component,” which provides the foundation for a career as a manager or as a business-related professional. Students establish an understanding of the interaction between the firm and its environment, and an overall view of policy-making in an organization. This business component curriculum is designed to help our students become professionals with highly analytical minds.

The fourth section of the curriculum provides the student an opportunity to specialize in an area of study and prepare for a career in business. This “major component” includes majors in accounting, business administration, business analytics, business economics, economics, finance, international business, marketing, real estate, and supply chain management. The goal of this portion of the curriculum is to provide the student with the understanding necessary for the development of one’s career in business.

This section also includes the Passport Program. As a career-readiness program, the Passport Program provides an opportunity for career-building skills and networking contacts to complement the business curriculum. Students become familiar with professional development, including job search techniques, resume building, networking and interview skills as well as other aspects of career exploration and readiness.

Our goal is to graduate self-motivated, ethically-minded individuals who will be able to absorb and use an ever-growing body of knowledge and changing technology, and to serve humankind in an ethical manner.

### **Advisory Boards and Committees**

A number of advisory boards and committees have been established to assist various Programs within the School of Business in the following areas:

1. Developing and promoting relations between the USD School of Business and the business, not-for-profit and government communities.
2. Providing counsel and advice on existing and contemplated Programs of the School of Business .
3. Serving as liaisons between the USD School of Business and the San Diego community, the state and national sectors.
4. Advising the Dean and the Faculty on matters dealing with business Programs, curricula and activities.
5. Assisting in seeking sources of support for School of Business Programs and facilities.
6. Improving and facilitating recruiting and placement of graduates and alumni.
7. Advising the USD School of Business on ways and means of effective utilization of human and physical resources in business research projects and Programs.

## *Administration*

Timothy Keane, PhD, Dean

Stephen J. Conroy, PhD, Associate Dean of Undergraduate Programs

C. David Light, PhD, Associate Dean of Faculty and Academic Affairs

Barbara Lougee, PhD, Associate Dean of Graduate Programs

Kacy Hayes, PhD, Assistant Dean, Graduate Programs

Merrick Marino, MBA, Director of Advising, Undergraduate Business Programs

## *School of Business Requirements*

Degree requirements for all School of Business majors include successful completion of USD core curriculum requirements as set forth in this catalog, lower-division business preparatory (“Lower-Division Prep”) courses, “Business Component” courses, “Major Component” courses, and the Career Readiness Passport Program (“Passport Program”). The Passport Program requires that a student attend a series of pre-approved professional development activities while a USD business major and before completing their degree (for more details, please visit the School of Business website at <https://www.sandiego.edu/business/student-resources/career-services/passport-program.php>). Regarding double majors in the School of Business, Lower-Division Prep and Business Component courses may double count for a double major in business. However, Major Component courses may not be double counted toward a second major.

In the case of a School of Business major and minor combination, the Lower-Division Prep courses for the major and minor may double-count, but no Business Component or Major Component upper-division courses may be double-counted.

A student will be asked to substitute an upper-division minor course requirement

if the course is already counting toward their business component requirement in the major.

Upper-division business courses may be taken after a student completes 60 units. However, a select number of upper-division business courses may be taken after the student completes the appropriate prerequisites and 45 units. Currently, this includes the following courses:

- ACCT 300, ACCT 302, ACCT 306, ACCT 320
- BUAN 370
- BUSN 361
- DSCI 300
- ECON 302, ECON 304, ECON 308, ECON 310, ECON 333
- ENTR 304/MGMT 304, ENTR 310/MGMT 310, ENTR 320, ENTR 333
- FINA 300
- MGMT 300
- MKTG 300
- REAL 320

Students who are pursuing a business major are expected to complete all Lower-Division Prep courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all Lower-Division Prep courses by 60 units and recommending that they meet with a business advisor, if needed. Students who have completed 60-74 units but still have outstanding Lower-Division Prep courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the Lower-Division Prep courses then the student will not be able to register for any upper-division business courses until all of the Lower-Division Prep courses have been successfully completed with a C- or better (unless advisor approval is granted due to extenuating circumstances).

### Transfer of Credit for Business Courses

Course syllabi from non-USD courses are subject to review at any time in order to ensure the transferring course meets USD's course curriculum content and our continued high standards of academics.

In alignment with the university's transfer of credit policy, the School of Business requires that a grade of "C-" or better must be earned in order to transfer a business course to USD. A grade of "pass" or "satisfactory" is not acceptable for any business course. School of Business generally does not accept any online courses or hybrid courses for continuing students to transfer in at the undergraduate level.

A first-semester transfer student may request pre-approval to take ECON 217 instead of ECON 216. The pre-approval criteria to take ECON 217 includes, but is not limited to, the following: 1) the student completed an approved statistics course with a grade of B or better prior to entering USD; 2) ECON 217 must be satisfied within two years of taking the transferred statistics course; and 3) the calculus prerequisite must be satisfied.

Current students of the university should receive pre-approval for any course they wish to take at another institution. The Request for Transfer Articulation form is completed online through the MySanDiego portal. In addition, current students are responsible for ensuring that the registration of any transferred course is in

accordance with other university policies, such as the unit requirements, USD-equivalent course prerequisites, overload policy, and the university residence and the major residence requirements.

The School of Business' programs are supported by internationally recognized centers of excellence in international business, real estate, peace and commerce, supply chain management and accountancy.

These centers and institutions help provide advanced education, training and career opportunities to students, faculty and the business community.

## John Ahlers Center for International Business

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

## Burnham-Moores Center for Real Estate

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

## Accountancy Institute

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

## Entrepreneurship and Innovation Catalyzer

*Logic will get you from A to B. Imagination will take you everywhere. – Albert Einstein*

The Entrepreneurship and Innovation Catalyzer (The CatalyZer) at the University of San Diego School of Business supports a top 50 ranked entrepreneurship

and innovation program in the country. As a portal to all innovation and entrepreneurship activities at the University of San Diego, we give you the tools and resources to embrace your most creative ideas to build startups that create jobs. We also train you to continually innovate and positively transform existing businesses with your ideas. When you take part in our classes and events, you will join a unique startup community here at USD, one that encourages you to take your destiny into your own hands and propel you to new heights. Plus, you will get to connect with an incredible startup ecosystem — in San Diego and beyond. Through various initiatives, The Catalyzer brings together a world of established entrepreneurs, industry thought leaders, academic experts, startup innovators, brilliant venture capitalists, mentors, and students. Click on the Toreropreneur's Journey (<https://www.sandiego.edu/business/documents/centers-and-institutes/entrepreneurship/Toreropreneur%20Journey%20Flyer.pdf>) to see the opportunities available to you through the Catalyzer. For further information please visit the Entrepreneurship and Innovation Catalyzer website (<https://www.sandiego.edu/business/centers-and-institutes/entrepreneurship/>) and for further questions reach us at [entrepreneurship@sandiego.edu](mailto:entrepreneurship@sandiego.edu).

## *Supply Chain Management Institute*

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

## *Free Enterprise Institute*

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

## *The Brink*

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

# **Accountancy**

## *Bachelor of Accountancy*

The School of Business offers a program leading to the degree of Bachelor of Accountancy. The program prepares students for careers in public accounting, accounting within industry, and governmental accounting as outlined in the accountancy program mission statement shown below:

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

The degree program allows students to select an option within the accountancy concentration that fits their career goals. These options allow students to acquire both accountancy skills and skills from specified business fields that are highly related to accountancy. Students should consult with an accounting faculty advisor about their career goals before selecting a concentration option.

The School of Business is accredited by the AACSB International – The Association to Advance Collegiate Schools of Business. The Bachelor of Accountancy program also holds AACSB accounting program accreditation.

## *Combined Bachelor of Accountancy/Master of Science in Accountancy or Bachelor of Accountancy/Master of Science in Taxation programs*

Students may enroll in BACC/MACC or BACC/MTAX Combined Programs. Students in these combined programs may receive up to 12 semester hours of credit to double count toward both the BACC undergraduate and MACC/MTAX graduate degrees. This double counting process is only applicable to students in a combined program. If student should graduate with a BACC degree only (without having been admitted to the BACC/MACC or BACC/MTAX combined program) and return later for a MACC/MTAX degree, then the student will not be able to retroactively double count these courses and would need to complete 30 semester hours to earn the MACC/MTAX degree.

There are specific allowable double counting courses, which are listed in the Accountancy major section. Prerequisites must be met in order to take these courses. Permission to register for these specific cross-listed courses as a BACC only student must be approved by the Academic Director of Graduate Accountancy Programs.

Students interested in a combined Bachelor of Accountancy/Master of Science in Accountancy or Bachelor of Accountancy/Master of Science in Taxation programs should consult the Graduate Catalog for program details.

## *Professional Accountancy Examinations*

Students in the Bachelor of Accountancy program should consult with an accounting faculty advisor about the courses to prepare for the Certified Public Accountant (CPA) Examination, the Certification in Management Accounting (CMA) Examination, graduate work in fields of study related to accountancy, or specific fields of government employment.

The California State Board of Accountancy permits a student to sit for the CPA Exam when the Bachelor's degree is conferred, but requires 150 semester hours to complete the entire CPA certification for license. The California State Board of Accountancy will count any double counted course once as the State Board does not double count units posted to the two degrees. That means if a student enrolls in a combined program and completes the full 12 semester hours of allowable double counting for his or her USD degrees, the student may only have 142 semester hours that could be counted toward the 150 semester hour requirement. Please be aware of this as it is possible to complete both degrees as part of the combined program and the student may be up to 8 semester hours short of the 150 required semester hours to become a CPA in California. Each student should verify the requirements in the state for which they wish to be certified.

Undergraduate BACC students interested in meeting the 150 semester hours requirements to become a CPA are strongly encouraged to consider the combined program option. CPA laws in a majority of states have recently been changed to required 150 semester hours of university credit to receive a CPA certificate. Additional information on this requirement is available from most State Boards of Accountancy.

## The Accountancy Major

Students in the Bachelor of Accountancy program must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

### Lower Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3
or MATH 150	Calculus I	
<b>Total Units</b>		<b>19-23</b>

### Major Requirements

The courses in the accountancy major serve two purposes:

1. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,
2. they allow students to focus on the field of accountancy, i.e., the Major Component.

Code	Title	Units
<b>BUSINESS COMPONENT:</b>		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3

or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
<b>Total Units</b>		<b>24</b>

### MAJOR COMPONENT:

Students must complete the requirements for one of the following accountancy options:

#### Option 1: Accountancy Option

This option provides a primary emphasis in accountancy that is recommended for students who desire careers in public accounting and who plan on taking the Certified Public Accountant (CPA) Examination. This option is also recommended for students interested in industry related accounting careers where the Certificate in Management Accounting (CMA) is desirable. Option 1 is designed to meet all the accounting course requirements necessary to become a CPA in California. However, the BACC degree program will not provide the full 150 semester hours that are required to become California CPA. Students will need to complete a master's degree or will need to complete additional semester hours beyond the BACC degree to meet the 150 semester hour CPA requirement. This option requires the following:

Code	Title	Units
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 Tax Accounting I	3
ACCT 320	Ethics for Accountants	3
ACCT 401	Advanced Accounting	3
ACCT 407	Federal Tax Accounting II	3
ACCT 408	Auditing	3
<b>Total Units</b>		<b>27</b>

#### Option 2: Accountancy and Supply Chain Management Combination

This option provides a primary emphasis in accountancy and a secondary emphasis in Supply Chain Management. In particular, students interested in careers requiring both accountancy skills and supply chain management skills should consider this Bachelor of Accountancy degree program option. Note this option will not provide all the requirements to sit for the CPA exam in California. This option requires the following:

Code	Title	Units
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 Tax Accounting I	3
BSCM 300	Global Purchasing and Supply Management	3
BSCM 302	Introduction to Supply Chain Management	3
Select one of the following ACCT elective courses:		3
ACCT 320	Ethics for Accountants	



ACCT 401	Advanced Accounting	
ACCT 407	Federal Tax Accounting II	
ACCT 408	Auditing	
Select one of the following courses:		3
BSCM 303	Strategic Cost Management	
BUSN 377	Negotiation in a Global Business Environment	
Any other BSCM prefixed course numbered above 303		
<b>Total Units</b>		<b>27</b>

### Option 3: Accountancy and Finance/Real Estate Combination

This option provides a primary emphasis in accountancy and a secondary emphasis in finance or real estate. In particular, students interested in careers requiring both accountancy skills and finance or real estate skills should consider this Bachelor of Accountancy degree program option. Note this option will not provide all the requirements to sit for the CPA exam in California. This option requires the following:

Code	Title	Units
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 Tax Accounting I	3
Select one of the following ACCT elective courses:		3
ACCT 320	Ethics for Accountants	
ACCT 401	Advanced Accounting	
ACCT 407	Federal Tax Accounting II	
ACCT 408	Auditing	
Select three of the following Finance/Real Estate elective courses:		9
FINA 401	Commercial Bank Management	
FINA 402	Investments	
FINA 403	Derivatives	
FINA 404	Advanced Corporate Finance	
FINA 405	International Financial Management	
FINA 406	Personal Finance	
FINA 407	New Venture Finance	
FINA 408	Financial Statement Analysis	
FINA 409	Financial Modeling and Analysis	
FINA 494	Special Topics in Finance	
REAL 320	Principles of Real Estate	
REAL 325	Financing Residential Real Estate	
REAL 326	Commercial RE Fin & Investment	
REAL 327	Legal Aspects of Real Estate	
REAL 328	Commercial Real Estate Valuation	
REAL 329	Real Estate Development	
REAL 494	Special Topics in Real Estate	
<b>Total Units</b>		<b>27</b>

### Option 4: Accountancy and Information Systems/Technology Combination

This option provides a primary emphasis in accountancy and a secondary emphasis in information systems and technology. This combination is developed for accountancy students who are geared toward careers in public accounting, industry, or government where both accounting- and technology-based information systems skills and knowledge are required. In particular, students

interested in careers requiring accountancy skills, information systems skills, and related information technology based skills should consider this Bachelor of Accountancy degree program option. Note this option will not provide all the requirements to sit for the CPA exam in California. This option requires the following:

Code	Title	Units
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 Tax Accounting I	3
Select one of the following ACCT elective courses:		3
ACCT 320	Ethics for Accountants	
ACCT 401	Advanced Accounting	
ACCT 407	Federal Tax Accounting II	
ACCT 408	Auditing	
Select three of the following ITMG elective courses:		9
ITMG 310	Business & Organizational Application Programming & Development	
ITMG 320	Database Design and Business Intelligence Implementation	
ITMG 330	Electronic Commerce	
ITMG 340	Introduction to Web Site Design	
ITMG 350	Management Information Systems	
ITMG 360	Computer Networks, Security, and Forensics	
ITMG 440	Interactive Mobile and Web Application Development	
ITMG 494	Special Topics in Information Technology Management	
<b>Total Units</b>		<b>27</b>

### Grade Point Average Requirements and Transfer Restrictions

The 51 semester-hours taken within the Business Component courses and the selected Major Component accounting option courses will be considered the major courses for the Bachelor of Accountancy program. Students must have a grade point average of 2.0 or better in these major courses with a minimum grade of C– in all of the 27 semester hours of the upper division major. Additionally, all classes taken within the selected accountancy option must be completed with a grade point average of 2.0 or better, with no individual course grade below C–.

The accountancy major requires a minimum of 24 upper-division units in the major be completed at USD, of which 21 must be in the major component. Students in the Bachelor of Accountancy program may transfer no more than two courses in upper division accounting to USD.

### Recommended Program of Study Bachelor Of Accountancy

The Bachelor of Accountancy is, at a minimum, a three semester program and prerequisites are strictly enforced.

#### Freshman Year

Semester I		Units
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
CC or electives		9
<b>Semester II</b>		

ECON 102	Principles of Macroeconomics
ITMG 100	Information Systems
MATH 130 or 150	Survey of Calculus Calculus I

CC or electives

**Sophomore Year****Semester I**

ACCT 201	Principles of Financial Accounting
ECON 216	Statistics for Business and Economics
CC or electives	

**Semester II**

ACCT 202	Principles of Managerial Accounting
FINA 300	Financial Management
MKTG 300	Fundamentals of Marketing

CC or electives

**Junior Year****Semester I**

ACCT 300	Intermediate Accounting I
ACCT 302	Cost Accounting
ACCT 306	Federal Tax Accounting I
MGMT 300	Organizational Behavior

CC or electives

**Semester II**

ACCT 301	Intermediate Accounting II
ACCT 303	Accounting Information Systems
ACCT 407	Federal Tax Accounting II
DSCI 300	Foundations of Business Analytics
ETLW 302 or PHIL 332	Business and Society Business Ethics

CC or electives

**Senior Year****Semester I**

ACCT 320	Ethics for Accountants
ACCT 401	Advanced Accounting
DSCI 303	Operations Management
ETLW 311	Business Law I

CC or electives

**Semester II**

ACCT 408	Auditing
MGMT 497	Strategic Management

CC or electives

### *Combined Bachelor of Accountancy/Master of Science in Accountancy or Bachelor of Accountancy/Master of Science in Taxation programs*

Students may enroll in BACC/MACC or BACC/MTAX Combined Programs. Students in these combined programs may receive up to 12 semester hours of credit to double count toward both the BACC undergraduate and MACC/MTAX graduate degrees. This double counting process is only applicable to students in a combined program. If student should graduate with a BACC degree only (without having been admitted to the BACC/MACC or BACC/MTAX combined program) and return later for a MACC/MTAX degree then the student will not be able to

3 retroactively double count these courses and would need to complete 30 semester hours to earn the MACC/MTAX degree.

3-4 There are specific allowable double counting courses, which are offered only in the Fall or Spring semester. Courses that may double count are ACCT 425/MACC 525, ACCT 430/MACC 530, ACCT 431/MACC 531, ACCT 433/MACC 533, ACCT 435/MACC 535, ACCT 440/MACC 540, ACCT 460/MACC 560, ACCT 461/MACC 561, and ACCT 462/MACC 562, and ACCT 464/MACC 564. Double counted courses will count only as general electives for the bachelor's degree. Prerequisites must be met in order to take these courses. Permission to register for these specific cross-listed courses as a BACC only student must be approved by the Academic Director of Graduate Accountancy Programs.

## *Minor Requirements*

	Code	Title	Units
	<b>Required Lower-Division Courses</b>		
3	ACCT 201	Principles of Financial Accounting	3
3	ACCT 202	Principles of Managerial Accounting	3
	<b>Required Upper-Division Courses</b>		
3	ACCT 300	Intermediate Accounting I	3
3	ACCT 301	Intermediate Accounting II	3
3	ACCT 302	Cost Accounting	3
	<b>Elective Courses</b>		
3	Select one accounting upper-division course (a total of 3 units):		3
	ACCT 303-494		
3	<b>Total Units</b>		<b>18</b>

## **Business Administration**

3 School of Business offers a program leading to the degree of Bachelor of Business Administration, with majors in business administration, business economics, finance, international business, marketing, and real estate.

3 Click on the boxes above to view the curriculum for the major and minor.

### *The Business Administration Major*

3 Students majoring in business administration must satisfy the USD core curriculum requirements as set forth in the catalog, the lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

### *Lower Division Preparation for the Major*

3 Students must earn a C- or better in all lower-division business preparatory courses for the major.

9 Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216 or ECON 217	Statistics for Business and Economics Applied Regression Analysis	1-4
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
MATH 130 or MATH 150	Survey of Calculus Calculus I	3
<b>Total Units</b>		<b>19-23</b>

## Major Requirements

The business administration major prepares students for careers in business management, public administration, and entrepreneurial ventures, as well as graduate study in business.

The courses in the business administration major serve two purposes:

1. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,
2. they give students electives to explore their interests in the field of business administration, i.e., the Major Component.

Code	Title	Units
<b>BUSINESS COMPONENT:</b>		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302 or PHIL 332	Business and Society Business Ethics	3
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300 or MKTG 303	Fundamentals of Marketing Fundamentals of Marketing Alternative	3
Business Component Total Units		24
<b>MAJOR COMPONENT:</b>		
<b>Elective Courses</b>		
Select a Finance elective from the following (a total of three units):		3
FINA 401-409; FINA 411-494		
Select a Management elective from the following (a total of three units):		3
MGMT 301-494		
Select a Marketing elective from the following (a total of three units):		3
MKTG 301-494		
Select two additional School of Business upper-division classes (a total of six units):		6
ACCT 300-494; BSCM 300-499; BUAN 300-499; BUSN 300-499; DSCI 304-499; ECON 300-499; ENTR 300-494; ETLW 312-499; FINA 301-409; FINA 411-499; ITMG 300-499; MGMT 301-499; MKTG 301-499; or REAL 300-499		
Elective Courses Total Units		15
<b>Total Units</b>		<b>39</b>

The business administration major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 upper-division units must be in the major component.

Recommended Program of Study, Bachelor of Business Administration

## Freshman Year

<b>Semester I</b>		<b>Units</b>
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
Core or general electives		9
<b>Semester II</b>		
ECON 102	Principles of Macroeconomics	3
ITMG 100	Information Systems	3
MATH 130 or 150	Survey of Calculus Calculus I	3-4
Core or general electives		6

## Sophomore Year

<b>Semester I</b>		
ACCT 201	Principles of Financial Accounting	3
ECON 216	Statistics for Business and Economics	4
Core or general electives		9
<b>Semester II</b>		
ACCT 202	Principles of Managerial Accounting	3
FINA 300	Financial Management	3
MKTG 300	Fundamentals of Marketing	3
Core or general electives		6-9

## Junior Year

<b>Semester I</b>		
ETLW 302 or PHIL 332	Business and Society Business Ethics	3
MGMT 300	Organizational Behavior	3
Core or general/major electives		9-12
<b>Semester II</b>		
DSCI 300	Foundations of Business Analytics	3
ETLW 311	Business Law I	3
Core or general/major electives		9

## Senior Year

<b>Semester I</b>		
DSCI 303	Operations Management	3
Core or general/major electives		12-15
<b>Semester II</b>		
MGMT 497	Strategic Management	3
Core or general/major electives		12

## Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
<b>Required Upper-Division Courses</b>		

MGMT 300	Organizational Behavior	3
<b>Elective Courses</b>		
Select two upper-division business electives (a total of six units)		6
BSCM 300-494; BUSN 300-494; DSCI 300-494; ENTR 300-494; ETLW 300-494; FINA 300-409; FINA 411-494; ITMG 300-494; MGMT 301-494; MKTG 300-494; REAL 300-494		
<b>Total Units</b>		<b>18</b>

## Business Analytics

There is an increasing demand for data-driven decision-making in business settings. Business Analytics is a growing field not only in the industry but also in academia. The main goal of these academic programs is to provide our students with greater opportunities to acquire more analytical skills as well as exposure to techniques and programs valued by the industry.

Click on the major and minor tabs above to view the curriculum.

### The Business Analytics Major

Students majoring in business analytics must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

#### Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3
or MATH 150	Calculus I	
<b>Total Units</b>		<b>19-23</b>

#### Major Requirements

The courses in the business analytics major serve two purposes:

1. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,
2. they provide students with greater opportunities to acquire analytical skills as well as exposure to techniques and programs valued by the industry, i.e., the Major Component.

Code	Title	Units
<b>BUSINESS COMPONENT:</b>		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Component Total Units		24
<b>MAJOR COMPONENT:</b>		
<b>Required Courses</b>		
BUAN 370	Descriptive Analytics & Data Management	3
BUAN 371	Analytical Decision Modeling	3
BUAN 381	Predictive Analytics & Big Data	3
or ECON 381	Predictive Analytics & Big Data	
BUAN 390	Business Analytics Strategy	3
or ECON 390	Business Analytics Strategy	
Required Courses Total Units		12
<b>Elective Courses</b>		
Select one of the following courses (3 units):		3
ACCT 433	Accounting Analytics	
BSCM 307	Supply Chain Analytics	
BUAN 470	Machine Learning	
ECON 340	Behavioral Economics	
ECON 370	Applied Econometrics	
ECON 375	Game Theory	
ECON 376	GIS Applications in Business	
ECON 471	Business Cycles and Forecasting	
FINA 409	Financial Modeling and Analysis	
MKTG 411	Marketing Analytics	
Elective Courses Total Units		3
<b>Total Units</b>		<b>39</b>

The business analytics major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 upper-division units must be in the major component.

Students will develop an individualized study plan with their academic advisor.

A sample study plan for the business analytics major is as follows:

#### Freshman Year

Semester I		Units
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3



Core or general electives

Total Units

Semester II

ECON 102	Principles of Macroeconomics
ITMG 100	Information Systems
MATH 130 or 150	Survey of Calculus Calculus I

Core or general electives

Total Units

Sophomore Year

Semester I

ACCT 201	Principles of Financial Accounting
ECON 216	Statistics for Business and Economics

Core or general electives

Total Units

Semester II

ACCT 202	Principles of Managerial Accounting
FINA 300	Financial Management
MKTG 300	Fundamentals of Marketing

Core or general electives

Total Units

Junior Year

Semester I

BUAN 370	Descriptive Analytics & Data Management
DSCI 300	Foundations of Business Analytics
ETLW 302 or PHIL 332	Business and Society Business Ethics
MGMT 300	Organizational Behavior

Core or general electives

Total Units

Semester II

BUAN 371	Analytical Decision Modeling
DSCI 303	Operations Management
ETLW 311	Business Law I

Core or general electives

Total Units

Senior Year

Semester I

BUAN 381 or ECON 381	Predictive Analytics & Big Data Predictive Analytics & Big Data
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Major elective

Core or general electives

Total Units

Semester II

BUAN 390 or ECON 390	Business Analytics Strategy Business Analytics Strategy
MGMT 497	Strategic Management

Core or general electives

Total Units

The Business Analytics minor provides a foundation in business analytics. The course requirements follow below.

Minor Requirements

	Code	Title	Units
	Required Lower-Division Courses		
3	ECON 216	Statistics for Business and Economics	4
3	ITMG 100	Information Systems	3
3-4	Required Upper-Division Courses		
6	BUAN 370	Descriptive Analytics & Data Management	3
6	BUAN 390	Business Analytics Strategy	3
15-16	or ECON 390	Business Analytics Strategy	
	Elective Courses		
	Select two of the following:		
3	ACCT 433	Accounting Analytics	
4	BSCM 307	Supply Chain Analytics	
9	BUAN 371	Analytical Decision Modeling	
16	BUAN 381	Predictive Analytics & Big Data	
	or ECON 381	Predictive Analytics & Big Data	
3	BUAN 470	Machine Learning	
3	ECON 340	Behavioral Economics	
3	ECON 370	Applied Econometrics	
6-9	ECON 376	GIS Applications in Business	
15-18	ECON 471	Business Cycles and Forecasting	
	FINA 409	Financial Modeling and Analysis	
	ITMG 320	Database Design and Business Intelligence Implementation	
3	MKTG 411	Marketing Analytics	
3	Elective Courses Total Units		6
	Total Units		19

Business Economics

The business economics major prepares students for careers in business management or public administration and for post-baccalaureate studies in business, economics, or law.

Click on the major tab above to view the curriculum.

The Business Economics Major

Students majoring in business economics must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major, as well as ECON 201 and ECON 202 in the Major Component.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor, if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has

not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3
or MATH 150	Calculus I	
<b>Total Units</b>		<b>19-23</b>

## Major Requirements

The courses in the business economics major serve two purposes:

1. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and
2. they allow students to focus on the field of economics, i.e., the Major Component.

Code	Title	Units
<b>BUSINESS COMPONENT:</b>		
BUAN 370	Descriptive Analytics & Data Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Component Total Units		18
<b>MAJOR COMPONENT:</b>		
<b>Required Courses</b>		
ECON 201	Intermediate Microeconomics	3
ECON 202	Intermediate Macroeconomics	3
ECON 370	Applied Econometrics	3
ECON 473	Managerial Economics	3
ECON 497	Senior Seminar	3
Required Courses Total Units		15
<b>Elective courses</b>		
Any pre-approved ECON upper-division electives		6
<b>Total Units</b>		<b>39</b>

The business economics major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 upper-division units must be in economics.

Students will develop a study plan with their academic advisor.

A sample study plan for the business economics major:

### Freshman Year

Semester I		Units
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
Core or general electives		9

### Semester II

ECON 102	Principles of Macroeconomics	3
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3-4
or 150	Calculus I	
Core or general electives		6

### Sophomore Year

#### Semester I

ACCT 201	Principles of Financial Accounting	3
ECON 201	Intermediate Microeconomics	3
ECON 216	Statistics for Business and Economics	4
Core or general electives		6

#### Semester II

ACCT 202	Principles of Managerial Accounting	3
ECON 202	Intermediate Macroeconomics	3
FINA 300	Financial Management	3
MKTG 300	Fundamentals of Marketing	3
Core or general electives		6

### Junior Year

#### Semester I

ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
MGMT 300	Organizational Behavior	3
Core or general/major electives		12

#### Semester II

BUAN 370	Descriptive Analytics & Data Management	3
ECON 370	Applied Econometrics	3
ETLW 311	Business Law I	3
Core or general/major electives		6

### Senior Year

#### Semester I

ECON 473	Managerial Economics	3
Core or general/major electives		12

#### Semester II

ECON 497	Senior Seminar	3
Core or general/major electives		9

## Economics

School of Business offers a program leading to the degree of Bachelor of Arts in Economics. The Bachelor of Arts in Economics degree program prepares students for careers in business, government and nonprofit organizations, as well as for graduate study in law, business, public policy and economics.

Click on the major and minor tabs above to view the curriculum.

## The Economics Major

Students majoring in economics must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the Major Component requirements, and the Professional Development Passport Program.

### Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major, as well as ECON 201 and ECON 202 in the Major Component.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed.

Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	1-4
or ECON 217	Applied Regression Analysis	
Must receive pre-approval to register for ECON 217.		
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus (or Calculus I)	3-4
or MATH 150	Calculus I	
<b>Total Units</b>		<b>16-21</b>

Students considering graduate studies in economics are advised to take MATH 150; MATH 151 and MATH 250 as well.

### Major Component

Code	Title	Units
<b>Required Courses</b>		
ECON 201	Intermediate Microeconomics	3
ECON 202	Intermediate Macroeconomics	3
ECON 370	Applied Econometrics	3
ECON 497	Senior Seminar	3
Required Courses Total Units		12
<b>Elective Courses</b>		
Select six additional upper-division economics courses for a total of 18 units:		18
ECON 300-369; ECON 371-494; ECON 496 or ECON 499		
<b>Total Units</b>		<b>30</b>

The economics major requires a minimum of 18 upper-division units in the major be completed at USD.

## Recommended Program Of Study, Bachelor of Arts in Economics

### Freshman Year

Semester I		Units
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
Core or general electives		9

### Semester II

ECON 102	Principles of Macroeconomics	3
ITMG 100	Information Systems	3
MATH 130 or 150	Survey of Calculus Calculus I	3
Core or general electives		6

### Sophomore Year

#### Semester I

ECON 202	Intermediate Macroeconomics	3
ECON 216	Statistics for Business and Economics	4
Core or general electives		9

#### Semester II

ACCT 201	Principles of Financial Accounting	3
ECON 201	Intermediate Microeconomics	3
Core or general electives		12

### Junior Year

#### Semester I

ECON electives		6
Core or general electives		12

#### Semester II

ECON 370	Applied Econometrics	3
ECON electives		6
Core or general electives		6

### Senior Year

#### Semester I

ECON elective		3
Core or general electives		12

#### Semester II

ECON 497	Senior Seminar	3
ECON elective		3
Core or general electives		6

## Minor Requirements

Code	Title	Units
<b>Required Courses</b>		
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
ECON 201	Intermediate Microeconomics <sup>1</sup>	3
ECON 202	Intermediate Macroeconomics <sup>1</sup>	3
<b>Elective Courses</b>		
ECON upper-division electives		6
<b>Total Units</b>		<b>18</b>

- <sup>1</sup> An upper-division ECON elective may be used to substitute for either ECON 201 or ECON 202, but not both.

## Finance

The finance major prepares students for careers in corporate financial management, investment banking, international finance, commercial bank management, financial planning and the financial services industry.

Click on the major and minor tabs above to view the curriculum.

### The Finance Major

Students majoring in finance must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

#### Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3
or MATH 150	Calculus I	
<b>Total Units</b>		<b>19-23</b>

#### Major Requirements

The courses in the finance major serve two purposes:

1. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,
2. they allow students to focus on the field of finance, i.e., the Major Component.

Code	Title	Units
<b>BUSINESS COMPONENT:</b>		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Component Total Units		24
<b>MAJOR COMPONENT:</b>		
<b>Required Courses</b>		
FINA 402	Investments	3
FINA 404	Advanced Corporate Finance	3
FINA 408	Financial Statement Analysis	3
Required Courses Total Units		9
<b>Elective Courses</b>		
Select two of the following courses:		6
FINA 401	Commercial Bank Management	
FINA 403	Derivatives	
FINA 405	International Financial Management	
FINA 406	Personal Finance	
FINA 407	New Venture Finance	
FINA 409	Financial Modeling and Analysis	
FINA 494	Special Topics in Finance	
Any pre-approved Finance elective, which may include a BUSN 498 internship		
Elective Courses Total Units		6
<b>Total Units</b>		<b>39</b>

The finance major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 upper-division units must be in the major component.

Students will develop a study plan with their academic advisor.

A sample study plan for the finance major:

<b>Freshman Year</b>		
<b>Semester I</b>		<b>Units</b>
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
Core or general electives		9
<b>Semester II</b>		
ECON 102	Principles of Macroeconomics	3
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3-4
or 150	Calculus I	
Core or general electives		6
<b>Sophomore Year</b>		
<b>Semester I</b>		



ACCT 201	Principles of Financial Accounting
ECON 216	Statistics for Business and Economics
Core or general electives	

**Semester II**

ACCT 202	Principles of Managerial Accounting
FINA 300	Financial Management
MKTG 300	Fundamentals of Marketing

Core or general electives

**Junior Year****Semester I**

ETLW 302	Business and Society
or PHIL 332	Business Ethics
MGMT 300	Organizational Behavior

FINA 402 or FINA 404 or FINA 408

Core or general/major electives

**Semester II**

DSCI 300	Foundations of Business Analytics
ETLW 311	Business Law I

FINA 402 or FINA 404 or FINA 408

Core or general/major electives

**Senior Year****Semester I**

DSCI 303	Operations Management
FINA 402 or FINA 404 or FINA 408	

Core or general/major electives

**Semester II**

MGMT 497	Strategic Management
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Core or general/major electives

## Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
<b>Required Upper-Division Courses</b>		
FINA 300	Financial Management	3
FINA 402	Investments	3
<b>Elective Courses</b>		
Select two of the following courses:		6
FINA 401	Commercial Bank Management	
FINA 403	Derivatives	
FINA 404	Advanced Corporate Finance	
FINA 405	International Financial Management	
FINA 406	Personal Finance	
FINA 407	New Venture Finance	
FINA 408	Financial Statement Analysis	
FINA 409	Financial Modeling and Analysis	
<b>Total Units</b>		<b>18</b>

## International Business

- 3 The international business major prepares a student to conduct business with a global perspective - from serving customers and managing operations in international markets to taking a local business worldwide. The student will
- 4 enhance learning with experience abroad and extended language studies. The
- 9 student, also, has the option of incorporating regional expertise as a part of the international business major.

3 Click on the major and minor tabs above to view the curriculum.

### The International Business Major

- 3 Students majoring in international business must satisfy the USD core curriculum requirements as set forth in the catalog, the lower-division business courses in preparation for the major, and the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

6-9

### Lower-Division Preparation for the Major

- 3 Students must earn a C- or better in all lower-division business preparatory courses for the major.

3

- 6 Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed.

3

- 3 Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

12

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3
or MATH 150	Calculus I	

**Total Units** **19-23**

### Major Requirements

The courses in the international business major serve two purposes:

1. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,
2. they allow students to further explore international business and culture, i.e., the Major Component.

Code	Title	Units
<b>BUSINESS COMPONENT:</b>		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Component Total Units		24
<b>MAJOR COMPONENT:</b>		
<b>Required Foreign Language</b>		
A fourth semester competency in a second language (in a modern language) with a grade of C- or better is required.		
<b>Required International Studies</b>		
A student must participate in an approved international university study program for a minimum of three units of coursework earned. Courses comprising the international studies component can also fulfill the course requirements in the major or outside of the major.		
<b>Required Courses</b>		
BUSN 361	Introduction to International Business	3
Select two of the following courses:		6
ECON 333	International Economics	
FINA 405	International Financial Management	
MGMT 309	International Comparative Management	
MKTG 305	Global Marketing	
or MKTG 306	Global Marketing Alternative	
Required Courses Total Units		9
<b>Elective Courses</b>		
Select three elective courses from List A (all three courses), or a combination of Lists A and B with a maximum of two courses from List B (see note under List B):		9
<b>Total Units</b>		<b>42</b>

*List A: Pre-approved courses within the School of Business Administration (no limit):*

Code	Title	Units
BUSN 339	Latin America Business Environment	
or ECON 339	Latin America Business Environment	
BUSN 377	Negotiation in a Global Business Environment	
ECON 333	International Economics	
ECON 335	Economic Development of Latin America	
ECON 337	Economic Development of Asia	
ETLW 313	International Business Law and Ethics	
FINA 405	International Financial Management	
MGMT 309	International Comparative Management	
MKTG 305	Global Marketing	
or MKTG 306	Global Marketing Alternative	
MGMT 312	Global Social Entrepreneurship	
or ENTR 312	Global Social Entrepreneurship	
MGMT 414	International Management Consulting	

BUSN 498	Internship
Additional courses may satisfy an elective requirement in the International Business major, if the focus is international business. Examples include BUSN 494, FINA 494, MGMT 494, and MKTG 494. Consult the Program Director for pre-approval and information about these courses.	

*List B: Pre-approved courses outside the School of Business Administration (limit six units)*

Note: Although up to two courses (six units) may be taken outside of the School of Business Administration from the following list of regional courses, both courses must be selected from the same regional area (i.e., Africa, Asia, Latin America, Middle East and Europe), but not from the same academic discipline (i.e., HIST, POLS, THRS, POLS, PHIL or SOCI).

Code	Title	Units
<b>Africa</b>		
HIST 302	History of South Africa	
HIST 303	African Feminisms: History, Negotiation, Belonging	
HIST 304	Africa in the Western Imagination	
HIST 309	Topics in African History	
POLS 360	Politics in Sub-Saharan Africa	
THRS 315	Islamic Thought and Culture	
THRS 321		
<b>Asia</b>		
HIST 364	Topics in Asian History	
HIST 365	China: Rise to Global Power	
HIST 366	Japan: Samurai to Subaru	
HIST 367	Women's Lives in East Asia	
HIST 372	United States-East Asia Relations	
PHIL 476	Studies in Asian Philosophy	
POLS 358	Politics in South Asia	
POLS 367	Politics in Japan	
POLS 368	Politics in China	
THRS 305	Buddhist Art and Pilgrimage in India	
THRS 312	The Hindu Tradition	
THRS 314	Buddhist Thought and Culture	
THRS 315	Islamic Thought and Culture	
THRS 316		
THRS 317		
THRS 326	Religion and the Performing Arts in Bali	
<b>Latin America</b>		
ANTH 327	South American Indian Cultures	
ANTH 328	Caribbean Cultures	
HIST 361	Modern Latin America	
HIST 362	Topics in Latin America History	
HIST 363	History of Brazil	
HIST 384	History of Mexico	
POLS 357	Politics in Latin America	
POLS 366	Politics in Mexico	
POLS 374	U.S.-Latin American Relations	
THRS 321		
<b>Middle East</b>		
HIST 359	Modern Middle East	
POLS 359	Politics in the Middle East	
THRS 313	Jewish Faith and Practice	

THRS 315	Islamic Thought and Culture
<b>Europe</b>	
HIST 311	Greek Civilization
HIST 312	Roman Civilization
HIST 321	The Fall of the Roman Empire
HIST 322	Castles and Crusades: Medieval Europe, 1050-1450
HIST 324	Christians, Muslims and Jews in Medieval Spain
HIST 331	The Global Renaissance
HIST 332	Role-Playing the Renaissance
HIST 333	Europe 1600-1800
HIST 335	The Victorians in Literature & Film
HIST 342	From Subjects to Citizens: Nation Building in France and India
HIST 343	History of Germany Since 1945
HIST 346	Topics in Medieval and Early Modern Europe
HIST 347	Topics in Modern Europe
HIST 348	France in Revolution and War
HIST 350	England 1348-1688: Plague to Revolution
HIST 351	Modern Britain
HIST 352	Victorian Britain and the World
HIST 353	Topics in Russian and East European History
HIST 354	History of Spain
HIST 355	Ancient Near East
PHIL 472	Studies in Modern European Philosophy
POLS 355	Politics in Europe
POLS 362	Politics in the United Kingdom
POLS 363	Politics in France
POLS 364	Politics in Germany
POLS 365	Politics in Russia

The International Business major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 upper-division units must be in the major component.

## Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
<b>Required Upper-Division Course</b>		
BUSN 361	Introduction to International Business	3
<b>Elective Courses</b>		
Select two of the following:		6
BUSN 339	Latin America Business Environment	
or ECON 339 Latin America Business Environment		
BUSN 377	Negotiation in a Global Business Environment	
ECON 333	International Economics	
ECON 335	Economic Development of Latin America	
ECON 337	Economic Development of Asia	
ETLW 313	International Business Law and Ethics	
FINA 405	International Financial Management	
MGMT 309	International Comparative Management	

MGMT 312	Global Social Entrepreneurship
or ENTR 312 Global Social Entrepreneurship	
MGMT 414	International Management Consulting
MKTG 305	Global Marketing
or MKTG 306 Global Marketing Alternative	
Any pre-approved upper-division international business elective, including region-specific international abroad courses.	
<b>Total Units</b>	<b>18</b>

## Marketing Courses

The marketing major prepares students for careers in advertising and public relations, product and brand management, marketing research, sales, and sports and entertainment marketing, as well as for graduate study in business.

Click on the major and minor tabs above to view the curriculum.

### The Marketing Major

Students majoring in marketing must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

### Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	1-4
or ECON 217 Applied Regression Analysis		
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3
or MATH 150 Calculus I		
<b>Total Units</b>		<b>19-23</b>

### Major Requirements

The courses in the marketing major serve two purposes:

1. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,
2. they allow students to further explore the field of marketing, i.e., the Major Component.

Code	Title	Units
<b>BUSINESS COMPONENT:</b>		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Component Total Units		24
<b>MAJOR COMPONENT:</b>		
<b>Required Courses</b>		
MKTG 410	Marketing Research	3
or MKTG 413	Marketing Research Alternative	
MKTG 420	Consumer Behavior	3
MKTG 495	Marketing Strategy	3
Required Courses Total Units		9
<b>Elective Courses</b>		
Select three of the following elective courses:		9
MKTG 301	Services Marketing	
MKTG 302	Sports Marketing	
MKTG 305	Global Marketing	
or MKTG 306	Global Marketing Alternative	
MKTG 330	Professional Selling	
MKTG 340	Social Media Marketing	
MKTG 341	Digital Marketing	
MKTG 350	Advertising and Promotion	
MKTG 351	Advertising Campaigns	
MKTG 355	Public Relations	
MKTG 411	Marketing Analytics	
MKTG 435	Business of Healthcare	
MKTG 440	Brand Management	
MKTG 480	Advanced Marketing Project	
MKTG 494	Special Topics in Marketing	
Any pre-approved elective, which may include a BUSN 498 internship		
Elective Courses Total Units		9
<b>Total Units</b>		<b>42</b>

The marketing major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 upper-division units must be in the major component.

Students will develop a study plan with their academic advisor.

A sample study plan for the marketing major:

### Freshman Year

<b>Semester I</b>		<b>Units</b>
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
Core or general electives		9

### Semester II

ECON 102	Principles of Macroeconomics	3
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3-4
or 150	Calculus I	
Core or general electives		6

### Sophomore Year

<b>Semester I</b>		<b>Units</b>
ACCT 201	Principles of Financial Accounting	3
ECON 216	Statistics for Business and Economics	4
Core or general electives		9

### Semester II

ACCT 202	Principles of Managerial Accounting	3
FINA 300	Financial Management	3
MKTG 300	Fundamentals of Marketing	3
Core or general electives		6

### Junior Year

<b>Semester I</b>		<b>Units</b>
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
MGMT 300	Organizational Behavior	3
Core or general/major electives		12

### Semester II

DSCI 300	Foundations of Business Analytics	3
ETLW 311	Business Law I	3
MKTG 410	Marketing Research	3
Core or general/major electives		6

### Senior Year

<b>Semester I</b>		<b>Units</b>
DSCI 303	Operations Management	3
MKTG 420	Consumer Behavior	3
Core or general/major electives		9

### Semester II

MGMT 497	Strategic Management	3
MKTG 495	Marketing Strategy	3
Core or general/major electives		9

## Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
<b>Required Upper-Division Courses</b>		
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
MKTG 495	Marketing Strategy	3



**Elective Courses**

Select two of the following:		6
MKTG 301	Services Marketing	
MKTG 302	Sports Marketing	
MKTG 305	Global Marketing	
or MKTG 306 Global Marketing Alternative		
MKTG 330	Professional Selling	
MKTG 340	Social Media Marketing	
MKTG 341	Digital Marketing	
MKTG 350	Advertising and Promotion	
MKTG 351	Advertising Campaigns	
MKTG 355	Public Relations	
MKTG 410	Marketing Research	
or MKTG 413 Marketing Research Alternative		
MKTG 411	Marketing Analytics	
MKTG 420	Consumer Behavior	
MKTG 435	Business of Healthcare	
MKTG 440	Brand Management	
MKTG 480	Advanced Marketing Project	
MKTG 494	Special Topics in Marketing	
Any pre-approved elective, which may include a BUSN 498 Internship		
<b>Total Units</b>		<b>18</b>

## Real Estate

The real estate major prepares students for careers in the real estate industry, as well as for graduate study in business.

Students majoring in real estate must satisfy the USD core curriculum requirements as set forth in this catalog, lower-division requirements for the major, the Professional Development Passport Program and all of the major requirements.

Click on the major and minor tabs above to view the curriculum.

### The Real Estate Major

Students majoring in real estate must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

### Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the student will not be able to register for any upper-division business courses until

the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3
or MATH 150	Calculus I	
<b>Total Units</b>		<b>19-23</b>

### Major Requirements

The courses in the real estate major serve two purposes:

1. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,
2. they allow students to further explore the real estate field, i.e., the Major Component.

Code	Title	Units
<b>BUSINESS COMPONENT:</b>		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Core Total Units		24
<b>MAJOR COMPONENT:</b>		
<b>Required Courses <sup>1</sup></b>		
REAL 320	Principles of Real Estate	3
REAL 325	Financing Residential Real Estate	3
or REAL 326	Commercial RE Fin & Investment	
REAL 327	Legal Aspects of Real Estate	3
Required Courses Total Units		9
<b>Elective Courses <sup>2</sup></b>		
Select two of the following courses:		6
REAL 324	Real Estate Market Analysis	
REAL 325	Financing Residential Real Estate	
REAL 326	Commercial RE Fin & Investment	
REAL 328	Commercial Real Estate Valuation	
REAL 329	Real Estate Development	
REAL 494	Special Topics in Real Estate	
BUSN 498	Internship	

Elective Courses Total Units	6
<b>Total Units</b>	<b>39</b>

<sup>1</sup> It is strongly recommended that a real estate major take REAL 320 Principles of Real Estate before other upper-division required or elective real estate courses.

<sup>2</sup> A course taken to satisfy the major's upper-division required course component may not be counted toward the major's upper-division elective component.

The real estate major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 units must be in the major component.

Students will develop a study plan with their academic advisor.

A sample study plan for the real estate major:

### Freshman Year

#### Semester I

ECON 101	Principles of Microeconomics	Units	3
MATH 115	College Algebra		3
Core or general electives			9

#### Semester II

ECON 102	Principles of Macroeconomics	Units	3
ITMG 100	Information Systems		3
MATH 130 or 150	Survey of Calculus Calculus I		3-4
Core or general electives			6

### Sophomore Year

#### Semester I

ACCT 201	Principles of Financial Accounting	Units	3
ECON 216	Statistics for Business and Economics		4
Core or general electives			9

#### Semester II

ACCT 202	Principles of Managerial Accounting	Units	3
FINA 300	Financial Management		3
REAL 320	Principles of Real Estate		3
Core or general electives			9

### Junior Year

#### Semester I

ETLW 302 or PHIL 332	Business and Society Business Ethics	Units	3
MGMT 300	Organizational Behavior		3
MKTG 300	Fundamentals of Marketing		3
REAL 327	Legal Aspects of Real Estate		3
Core or general/major electives			6

#### Semester II

DSCI 300	Foundations of Business Analytics	Units	3
ETLW 311	Business Law I		3
REAL 325 or 326	Financing Residential Real Estate Commercial RE Fin & Investment		3
Core or general/major electives			6

### Senior Year

#### Semester I

DSCI 303	Operations Management	Units	3
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Core or general/major electives	12
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### Semester II

MGMT 497	Strategic Management	Units	3
Core or general/major electives			9

## Minor Requirements

Code	Title	Units
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### Required Lower-Division Courses

ACCT 201	Principles of Financial Accounting	Units	3
ECON 101	Principles of Microeconomics		3-4

### Required Upper-Division Courses

REAL 320	Principles of Real Estate	Units	3
REAL 327	Legal Aspects of Real Estate		3

Select one of the following: 3

REAL 325	Financing Residential Real Estate		
REAL 326	Commercial RE Fin & Investment		

### Elective Courses

Select one of the following: 3

REAL 324	Real Estate Market Analysis		
REAL 325	Financing Residential Real Estate		
REAL 326	Commercial RE Fin & Investment		
REAL 328	Commercial Real Estate Valuation		
REAL 329	Real Estate Development		
REAL 494	Special Topics in Real Estate		

<b>Total Units</b>	<b>18-19</b>
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## Supply Chain Management

Nearly every product is the result of a complex supply chain. From the sourcing of raw materials to delivery of the finished product, supply chain management professionals are involved in every step along the way. In the supply chain management curriculum, students will learn the intricacies of operations—from production planning to inventory management and warehousing—as well as how to develop and maintain healthy supplier relationships both domestically and globally.

### The Supply Chain Management Major

Students majoring in supply chain management must satisfy the USD core curriculum requirements as set forth in the catalog, lower-division business courses in preparation for the major, the major requirements (i.e., the Business Component and the Major Component), and the Professional Development Passport Program.

### Lower-Division Preparation for the Major

Students must earn a C- or better in all lower-division business preparatory courses for the major.

Students who are pursuing a business major are expected to complete all lower-division business preparatory courses before earning 60 units. Students who have completed 45 – 59 units will receive an email reminding them of the policy that business majors need to complete all lower-division business preparatory courses by 60 units and recommending that they meet with a business advisor if needed. Students, who have completed 60-74 units but still have outstanding lower-division business preparatory courses, will have an advisor hold placed on their account and must meet with a business advisor before registering for any upper-division business courses. If a student has earned 75 or more units and still has not completed all of the lower-division business preparatory courses then the

student will not be able to register for any upper-division business courses until the lower-division business preparatory courses have been successfully completed with a C- or better.

Code	Title	Units
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3-4
ECON 102	Principles of Macroeconomics	3
ECON 216	Statistics for Business and Economics	1-4
or ECON 217	Applied Regression Analysis	
ECON 217 is restricted to incoming transfer students and must receive pre-approval		
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3
or MATH 150	Calculus I	
<b>Total Units</b>		<b>19-23</b>

## Major Requirements

The courses in the supply chain management major serve two purposes:

1. they give students a broad background in the major functional areas of business administration, i.e., the Business Component; and,
2. they allow students to further explore the supply chain management field, i.e., the Major Component.

Code	Title	Units
<b>BUSINESS COMPONENT:</b>		
DSCI 300	Foundations of Business Analytics	3
DSCI 303	Operations Management	3
ETLW 302	Business and Society	3
or PHIL 332	Business Ethics	
ETLW 311	Business Law I	3
FINA 300	Financial Management	3
MGMT 300	Organizational Behavior	3
MGMT 497	Strategic Management	3
MKTG 300	Fundamentals of Marketing	3
or MKTG 303	Fundamentals of Marketing Alternative	
Business Component Total Units		24

### MAJOR COMPONENT:

Required Courses		
BSCM 300	Global Purchasing and Supply Management	3
BSCM 302	Introduction to Supply Chain Management	3
Required Courses Total Units		6
Elective Courses		
Select one of the following courses:		3
BSCM 303	Strategic Cost Management	
BSCM 305	Sustainable Global Supply Chain Management	
Select two of the following courses:		6
BSCM 303	Strategic Cost Management	
BSCM 305	Sustainable Global Supply Chain Management	
BSCM 307	Supply Chain Analytics	
BSCM 494	Special Topics in Supply Chain Management	
BUSN 377	Negotiation in a Global Business Environment	

BUSN 498	Internship	
ETLW 312	Business Law II	
Elective Courses Total Units		9
Major Component Total Units		15
<b>Total Units</b>		<b>39</b>

The supply chain management major requires a minimum of 24 upper-division units in the major be completed at USD, of which 12 upper-division units must be in the major component.

### Combined Degree Program (BBA/MSSCM)

Undergraduates who are completing a degree in supply chain management can apply for admission to the MS program before finishing the BBA. Students may apply up to 11 units of coursework toward the requirements for both degrees. Applications are accepted during a student's junior or senior year as an undergraduate, following a process similar to the standard application procedure for admission to the MSSCM program. Admitted students have undergraduate status until they complete their BBA degree requirements, then become graduate students during the subsequent Fall semester. Students need to complete a minimum of 19 units while they have graduate student status in order to satisfy the combined degree program requirements.

The following BSCM courses, with a grade of B or better, may be counted towards both the BBA and MS degrees:

- DSCI 303 Operations Management (3 units) will count for MSCM 504 Operations Management (3 units)
- BSCM 300 Global Purchasing and Supply Management (3 units) will count for MSCM 503 Supply Management (3 units)
- BSCM 303 Strategic Cost Management (3 units) will count for MSCM 512 Strategic Cost Management (3 units)
- BSCM 305 Sustainable Global Supply Chain Management (3 units) will count for MSCM 514 Sustainable Global Supply Chain Management (2 units)

Students interested in a combined BBA/MSSCM program should consult the Graduate Catalog for program details and application requirements.

Students will develop a study plan with their academic advisor.

A sample study plan for the supply chain management major:

### Freshman Year

Semester I		Units
ECON 101	Principles of Microeconomics	3
MATH 115	College Algebra	3
Core or general electives		9-12

### Semester II

ECON 102	Principles of Macroeconomics	3
ITMG 100	Information Systems	3
MATH 130	Survey of Calculus	3-4
or 150	Calculus I	
Core or general electives		6

### Sophomore Year

#### Semester I

ACCT 201	Principles of Financial Accounting	3
ECON 216	Statistics for Business and Economics	4

Core or general electives

### Semester II

ACCT 202	Principles of Managerial Accounting
FINA 300	Financial Management
MKTG 300	Fundamentals of Marketing

Core or general electives

### Junior Year

#### Semester I

DSCI 303	Operations Management
ETLW 302 or PHIL 332	Business and Society Business Ethics
MGMT 300	Organizational Behavior

Core or general/major electives

#### Semester II

BSCM 300	Global Purchasing and Supply Management
DSCI 300	Foundations of Business Analytics
ETLW 311	Business Law I

Core or general/major electives

### Senior Year

#### Semester I

BSCM 302	Introduction to Supply Chain Management
BSCM 305	Sustainable Global Supply Chain Management

Core or general/major electives

#### Semester II

MGMT 497	Strategic Management
BSCM 303 or 307	Strategic Cost Management Supply Chain Analytics

Core or general/major electives

## Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
<b>Required Upper-Division Courses</b>		
BSCM 300	Global Purchasing and Supply Management	3
BSCM 302	Introduction to Supply Chain Management (only offered once a year during fall semester)	3
<b>Elective Courses</b>		
Select one of the following:		3
BSCM 303	Strategic Cost Management (only offered once a year during spring semester)	
BSCM 305	Sustainable Global Supply Chain Management	
BSCM 307	Supply Chain Analytics	
BSCM 494	Special Topics in Supply Chain Management	
BUSN 377	Negotiation in a Global Business Environment	
ETLW 312	Business Law II	
<b>Total Units</b>		<b>18</b>

## Minors

Minors are open to all undergraduate students, including students outside the School of Business degree programs. For students majoring in the School of Business, upper-division courses taken in the major may not be counted toward the minor; only the lower-division courses may be used to satisfy courses taken in preparation for a major and core curriculum requirements. For example, students who are majoring in Business Administration and minoring in Management are permitted to use ECON 101 and ACCT 201 in preparation of their Business Administration major and their minor. However, MGMT 300 and a Management elective, required for the Business Administration major, can not be counted for the minor. Rather, two additional Management electives must be taken in order to meet the nine upper-division electives required for the minor. Please check with an advisor about prerequisite courses that are required prior to taking a course listed in one of the minors.

In addition to the specific curriculum requirements for each minor, successful completion of all minors in the School of Business requires: a minimum cumulative GPA of 2.0, a grade of C- or better in all lower division courses, and a minimum of six upper division units must be completed at USD, earning a grade of C- or better in each.

## Accounting Minor

### Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
<b>Required Upper-Division Courses</b>		
ACCT 300	Intermediate Accounting I	3
ACCT 301	Intermediate Accounting II	3
ACCT 302	Cost Accounting	3
<b>Elective Courses</b>		
Select one accounting upper-division course (a total of 3 units):		3
ACCT 303-494		
<b>Total Units</b>		<b>18</b>

## Business Analytics Minor

### Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ECON 216	Statistics for Business and Economics	4
ITMG 100	Information Systems	3
<b>Required Upper-Division Courses</b>		
BUAN 370	Descriptive Analytics & Data Management	3
BUAN 390 or ECON 390	Business Analytics Strategy Business Analytics Strategy	3
<b>Elective Courses</b>		
Select two of the following:		
ACCT 433	Accounting Analytics	
BSCM 307	Supply Chain Analytics	
BUAN 371	Analytical Decision Modeling	
BUAN 381	Predictive Analytics & Big Data	



or ECON 381 Predictive Analytics & Big Data	
BUAN 470	Machine Learning
ECON 340	Behavioral Economics
ECON 370	Applied Econometrics
ECON 376	GIS Applications in Business
ECON 471	Business Cycles and Forecasting
FINA 409	Financial Modeling and Analysis
ITMG 320	Database Design and Business Intelligence Implementation
MKTG 411	Marketing Analytics
Elective Courses Total Units	
6	
<b>Total Units</b>	<b>19</b>

## Business Administration Minor

### Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
<b>Required Upper-Division Courses</b>		
MGMT 300	Organizational Behavior	3
<b>Elective Courses</b>		
Select two upper-division business electives (a total of six units)		6
BSCM 300-494; BUSN 300-494; DSCI 300-494; ENTR 300-494; ETLW 300-494; FINA 300-409; FINA 411-494; ITMG 300-494; MGMT 301-494; MKTG 300-494; REAL 300-494		
<b>Total Units</b>		<b>18</b>

## The Economics Minor

### Minor Requirements

Code	Title	Units
<b>Required Courses</b>		
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
ECON 201	Intermediate Microeconomics <sup>1</sup>	3
ECON 202	Intermediate Macroeconomics <sup>1</sup>	3
<b>Elective Courses</b>		
ECON upper-division electives		6
<b>Total Units</b>		<b>18</b>

<sup>1</sup> An upper-division ECON elective may be used to substitute for either ECON 201 or ECON 202, but not both.

## Entrepreneurship Minor

In the School of Business entrepreneurship classes, students learn foundational leadership and venture-vetting skills appropriate for starting a new business, advancing in their current company or joining a brand-new business (versus one that's already established).

Throughout the program, students learn to think just like a founder or C-level executive, including how to identify potential socially innovative opportunities,

prepare business plans and deal with legal issues. With our close connections to the San Diego business community, students have the opportunity to network with industry leaders both in and outside of the classroom.

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ACCT 201	Principles of Financial Accounting	3
BUSN 101	Creating and Growing Sustainable Ventures	3
or ECON 101	Principles of Microeconomics	
<b>Required Upper-Division Courses</b>		
ENTR 304	Entrepreneurship and New Ventures	3
or MGMT 304	Entrepreneurship and New Ventures	
ENTR 310	Innovation and Design Thinking	3
or MGMT 310	Innovation and Design Thinking	
ENTR 333	Torero Ventures Lab	3
or MGMT 333	Torero Ventures Lab	
<b>Elective Courses</b>		
Select two courses from the following (a total of 6 units):		6
BUSN 377	Negotiation in a Global Business Environment	
ENTR 302	Family Business	
or MGMT 302	Family Business	
ENTR 308	Small Business Management	
or MGMT 308	Small Business Management	
ENTR 312	Global Social Entrepreneurship	
or MGMT 312	Global Social Entrepreneurship	
ENTR 320	Emerging Trends in Entrepreneurship	
FINA 407	New Venture Finance	
MGMT 311	Business Leadership	
MKTG 340	Social Media Marketing	
MKTG 341	Digital Marketing	
<b>Total Units</b>		<b>21</b>

## Finance Minor

### Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
<b>Required Upper-Division Courses</b>		
FINA 300	Financial Management	3
FINA 402	Investments	3
<b>Elective Courses</b>		
Select two of the following courses:		6
FINA 401	Commercial Bank Management	
FINA 403	Derivatives	
FINA 404	Advanced Corporate Finance	
FINA 405	International Financial Management	
FINA 406	Personal Finance	
FINA 407	New Venture Finance	
FINA 408	Financial Statement Analysis	

FINA 409	Financial Modeling and Analysis
<b>Total Units</b>	<b>18</b>

## Information Technology Management Minor

Whether big or small, business and government entities rely on tech-savvy people with to keep productivity thriving through technology and information systems best practices. In this minor, students learn how to solve business problems using the Internet, databases and programming software. Students can also choose to study digital design and development—including how to build an interactive website or design a mobile app—so they can really stand out in today's 21st century workplace.

### Minor Requirements

Code	Title	Units
<b>Required Courses</b>		
ECON 101	Principles of Microeconomics	3-4
ITMG 100	Information Systems (or equivalent courses)	3
<b>Elective Courses</b>		
Select three of the following:		9
ACCT 303	Accounting Information Systems	
ITMG 310	Business & Organizational Application Programming & Development	
ITMG 320	Database Design and Business Intelligence Implementation	
ITMG 330	Electronic Commerce	
ITMG 340	Introduction to Web Site Design	
ITMG 350	Management Information Systems	
ITMG 360	Computer Networks, Security, and Forensics	
ITMG 440	Interactive Mobile and Web Application Development	
ITMG 494	Special Topics in Information Technology Management	
Select one of the following:		3
BSCM 300	Global Purchasing and Supply Management	
BSCM 302	Introduction to Supply Chain Management	
COMP 345	Database Management Systems Design	
COMP 380	Neural Networks	
EOSC 313	Geospatial Information Systems for Organizations	
EOSC 314	Introduction to Maps and Spatial Data Analysis	
MKTG 340	Social Media Marketing	
MKTG 410	Marketing Research	
	or MKTG 413 Marketing Research Alternative	
MKTG 411	Marketing Analytics	
<b>Total Units</b>		<b>18-19</b>

## International Business Minor

### Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3

### Required Upper-Division Course

BUSN 361	Introduction to International Business	3
<b>Elective Courses</b>		
Select two of the following:		6
BUSN 339	Latin America Business Environment	
	or ECON 339 Latin America Business Environment	
BUSN 377	Negotiation in a Global Business Environment	
ECON 333	International Economics	
ECON 335	Economic Development of Latin America	
ECON 337	Economic Development of Asia	
ETLW 313	International Business Law and Ethics	
FINA 405	International Financial Management	
MGMT 309	International Comparative Management	
MGMT 312	Global Social Entrepreneurship	
	or ENTR 312 Global Social Entrepreneurship	
MGMT 414	International Management Consulting	
MKTG 305	Global Marketing	
	or MKTG 306 Global Marketing Alternative	
Any pre-approved upper-division international business elective, including region-specific international abroad courses.		

**Total Units** **18**

## Law and Ethics Minor

A minor in law and ethics gives students a great foundation for understanding the legal, ethical and social responsibility of business. The law and ethics minor is open to every undergraduate at USD. Through case studies and experiential learning, students will master topics like economics, business law and negotiations and will get to practice real-life negotiations common among a variety of different cultures. Students will also have access to skill-building electives like *Legal Aspects of Real Estate* and *Global Social Entrepreneurship*.

### Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ECON 101	Principles of Microeconomics	3
ECON 102	Principles of Macroeconomics	3
<b>Required Upper-Division Courses</b>		
BUSN 377	Negotiation in a Global Business Environment	3
Select one of the following:		3
ETLW 312	Business Law II	
ETLW 313	International Business Law and Ethics	
<b>Elective Courses</b>		
Select two of the following:		6
ECON 308	Environmental and Natural Resource Economics	
ECON 327	Law and Economics	
ETLW 302	Business and Society	
ETLW 311	Business Law I	
ETLW 403	Environmental Management	
MGMT 300	Organizational Behavior	
MGMT 301	Organizational Theory and Global Leadership	
MGMT 306	Women in Management	
MGMT 311	Business Leadership	
MGMT 312	Global Social Entrepreneurship	

or ENTR 312 Global Social Entrepreneurship	
REAL 327	Legal Aspects of Real Estate
POLS 321	Constitutional Law and American Government: Federalism and Separation of Powers

**Total Units** **18**

## Management Minor

Managers oversee everything from product development to processes. But any management job is really about managing people. In this minor, students will build a broad foundation in business and leadership skills to help them manage their own set of employees one day. Through case studies and experiential exercises, students will learn how motivation, group dynamics, conflict and other organizational behavior affect employees and their productivity. With electives like Human Resource Management and Small Business Management, students have the opportunity to apply basic training, staffing and compensating concepts to any small-sized company.

### Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3
<b>Required Upper-Division Courses</b>		
MGMT 300	Organizational Behavior	3
MGMT 301	Organizational Theory and Global Leadership	3
<b>Elective Courses</b>		
Select two of the following:		6
MGMT 302	Family Business	
or ENTR 302 Family Business		
MGMT 303	Interpersonal Relations	
MGMT 304	Entrepreneurship and New Ventures	
or ENTR 304 Entrepreneurship and New Ventures		
MGMT 305	Career Development	
MGMT 306	Women in Management	
MGMT 307	Human Resource Management	
MGMT 308	Small Business Management	
or ENTR 308 Small Business Management		
MGMT 309	International Comparative Management	
MGMT 310	Innovation and Design Thinking	
or ENTR 310 Innovation and Design Thinking		
MGMT 311	Business Leadership	
MGMT 312	Global Social Entrepreneurship	
or ENTR 312 Global Social Entrepreneurship		
MGMT 414	International Management Consulting	
<b>Total Units</b>		<b>18</b>

## Marketing Minor

### Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3

<b>Required Upper-Division Courses</b>		
MKTG 300	Fundamentals of Marketing	3
or MKTG 303 Fundamentals of Marketing Alternative		
MKTG 495	Marketing Strategy	3

<b>Elective Courses</b>		
Select two of the following:		6
MKTG 301	Services Marketing	
MKTG 302	Sports Marketing	
MKTG 305	Global Marketing	
or MKTG 306 Global Marketing Alternative		
MKTG 330	Professional Selling	
MKTG 340	Social Media Marketing	
MKTG 341	Digital Marketing	
MKTG 350	Advertising and Promotion	
MKTG 351	Advertising Campaigns	
MKTG 355	Public Relations	
MKTG 410	Marketing Research	
or MKTG 413 Marketing Research Alternative		
MKTG 411	Marketing Analytics	
MKTG 420	Consumer Behavior	
MKTG 435	Business of Healthcare	
MKTG 440	Brand Management	
MKTG 480	Advanced Marketing Project	
MKTG 494	Special Topics in Marketing	
Any pre-approved elective, which may include a BUSN 498 Internship		
<b>Total Units</b>		<b>18</b>

## Real Estate Minor

### Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ACCT 201	Principles of Financial Accounting	3
ECON 101	Principles of Microeconomics	3-4
<b>Required Upper-Division Courses</b>		
REAL 320	Principles of Real Estate	3
REAL 327	Legal Aspects of Real Estate	3
Select one of the following:		3
REAL 325	Financing Residential Real Estate	
REAL 326	Commercial RE Fin & Investment	
<b>Elective Courses</b>		
Select one of the following:		3
REAL 324	Real Estate Market Analysis	
REAL 325	Financing Residential Real Estate	
REAL 326	Commercial RE Fin & Investment	
REAL 328	Commercial Real Estate Valuation	
REAL 329	Real Estate Development	
REAL 494	Special Topics in Real Estate	
<b>Total Units</b>		<b>18-19</b>

## Supply Chain Management Minor

Nearly every product is the result of a complex supply chain. From the moment products are sourced as raw materials to how they ultimately land in our hands, supply chain management professionals are involved every step of the way. In a supply chain management minor, students will learn all the ins and outs of operations from production planning to inventory management and warehousing. Students will also study how to develop and maintain successful supplier relationships both domestically and globally. (Because everyone benefits from a happy supply chain.)

### Minor Requirements

Code	Title	Units
<b>Required Lower-Division Courses</b>		
ACCT 201	Principles of Financial Accounting	3
ACCT 202	Principles of Managerial Accounting	3
ECON 101	Principles of Microeconomics	3
<b>Required Upper-Division Courses</b>		
BSCM 300	Global Purchasing and Supply Management	3
BSCM 302	Introduction to Supply Chain Management (only offered once a year during fall semester)	3
<b>Elective Courses</b>		
Select one of the following:		3
BSCM 303	Strategic Cost Management (only offered once a year during spring semester)	
BSCM 305	Sustainable Global Supply Chain Management	
BSCM 307	Supply Chain Analytics	
BSCM 494	Special Topics in Supply Chain Management	
BUSN 377	Negotiation in a Global Business Environment	
ETLW 312	Business Law II	
<b>Total Units</b>		<b>18</b>

## School of Business Certificates

Academic certificate programs are open to all undergraduate students, including students outside the School of Business degree programs. Similar to a minor but with fewer course requirements, academic certificate programs are a great way for students to create a specialization in an area of interest without the same level of academic commitment required for a minor or major. Further, starting down the exploratory path of an academic certificate program could easily lead to a minor or major instead of the certificate – students can't get both in the same subject area – if students wish to continue to pursue this field of academic study even further.

Please note that for students majoring in the School of Business, upper-division courses taken in the major may not be counted toward the certificate. For example, students who are majoring in Business Administration and receiving a Certificate in Innovation and Entrepreneurship, ENTR 333 Torero Ventures Lab (a required upper division elective for the certificate) can not be counted towards the Business Administration major. Rather, an additional Business Administration upper-division elective must be taken in order to meet the upper-division electives required for the major. Please check with an advisor about prerequisite courses that are required prior to taking a course listed in one of the certificates.

In addition to the specific curriculum requirements for each certificate, successful completion of all academic certificates in the School of Business requires (in that certificate program): (a) a minimum cumulative GPA of 2.0 in upper-division

courses, (b) a grade of C- or better in upper-division courses, (c) courses may not be taken Pass/Fail unless the course is only offered on a Pass/Fail basis and (d) at least 50% of upper division units must be completed at USD.

## Certificate in Innovation and Entrepreneurship

The Innovation and Entrepreneurship Certificate program is an innovative course of study that develops and certifies students to become ethical entrepreneurial leaders in a variety of business fields. We believe entrepreneurship training is not just for entrepreneurs. The entrepreneurial mindset focusing on creativity, resilience, risk taking along with critical thinking, problem-solving, interpersonal, and communication skills are indispensable for the future of work. The coursework in the program is project-based and experiential, designed to prepare students to start their own businesses or add value to existing businesses through innovative ideas. Students study issues critical to the sector, develop ethical entrepreneurial leadership competencies and participate in at least one entrepreneurship competition offered by the School of Business. The program is available to degree seeking undergraduate students. Students have the option of completing the 12-unit certificate program in conjunction with any USD undergraduate degree program.)

Code	Title	Units
<b>Required Lower-Division Courses</b>		
BUSN 101	Creating and Growing Sustainable Ventures	3
<b>Required Upper-Division Courses</b>		
ENTR 304	Entrepreneurship and New Ventures	3
or ENTR 310	Innovation and Design Thinking	
ENTR 320	Emerging Trends in Entrepreneurship	3
ENTR 333	Torero Ventures Lab	3
<b>Total Units</b>		<b>12</b>

Code	Title	Units
<b>Competition Requirement</b>		
All students must participate in at least one of the entrepreneurship competitions offered by the School of Business:		
a. Fowler Business Concept Challenge		
b. Fowler Global Social Innovation Challenge		
c. Venture Vetting Competition		
d. An entrepreneurship competition pre-approved by the Chair of the Innovation & Entrepreneurship Department		

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## School of Business Courses

### ACCT 201 | PRINCIPLES OF FINANCIAL ACCOUNTING

**Units: 3 Repeatability: No**

Prerequisites: ECON 101

Introduction to accounting records, their purpose and use, emphasizing the establishment of a solid conceptual background. Accounting procedures for specific asset, liability, and owner's equity accounts are also examined from the point of view of users of financial statements.



**ACCT 202 | PRINCIPLES OF MANAGERIAL ACCOUNTING****Units: 3 Repeatability: No**

Prerequisites: ACCT 201 with a minimum grade of C-

Introduction of managerial accounting information for planning, controlling, and making decisions within a firm. Current changes to the business environment and their impact on accounting is also presented.

**ACCT 294 | SPECIAL TOPICS IN ACCOUNTING****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in accounting. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ACCT 300 | INTERMEDIATE ACCOUNTING I****Units: 3 Repeatability: No**

Prerequisites: ACCT 202 with a minimum grade of C-

Emphasis is placed upon corporate organization with a comprehensive study of current assets; property, plant, and equipment; intangible assets; and current liabilities. Recent developments in accounting theory and their impact on financial reporting are illustrated. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

**ACCT 301 | INTERMEDIATE ACCOUNTING II****Units: 3**

Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

**ACCT 302 | COST ACCOUNTING****Units: 3 Repeatability: No**

Prerequisites: ACCT 202 with a minimum grade of C-

Sources of data and preparation of financial statements in manufacturing organizations are studied. Primary emphasis is on costs for control, decision processes internal to the firm (including standards of performance), relevant costs for decisions, budgets, and capital investment considerations. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

**ACCT 303 | ACCOUNTING INFORMATION SYSTEMS****Units: 3**

Prerequisites: ACCT 300 with a minimum grade of C- and ACCT 302 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Information requirements and transaction processing procedures relevant to integrated accounting systems. The course emphasizes accounting system design, analysis, and related internal controls.

**ACCT 306 | FEDERAL TAX ACCOUNTING I****Units: 3 Repeatability: No**

Prerequisites: ACCT 201 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Students will learn the fundamentals of federal income tax law from both a theory and practice perspective. Research projects and sample tax returns are used to illustrate course material. This course is designed for anyone needing a background in tax practice, or who would like to take a more active role in their own individual tax planning. Although the course is designed for Business and Accounting majors, upper division students from outside the School of Business Administration are welcome and are encouraged to consult with the instructor for permission to take the course. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

**ACCT 320 | ETHICS FOR ACCOUNTANTS****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

Prerequisites: ACCT 202 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Course develops student skills to recognize and apply ethical concepts within accounting and financial reporting engagements. The course covers theoretical foundations of ethical decision making and then shows the application of those ethical foundations to real life situations that accountants might encounter. Understanding the overall ethical responsibilities accountants have to protect the public interest is emphasized. This may be taken after 45 units are completed.

**ACCT 401 | ADVANCED ACCOUNTING****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: ACCT 301 (Can be taken Concurrently) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)

Accounting and reporting for business combinations, foreign currency transactions, partnerships, and not-for-profit organizations such as governments, charities, universities, and hospitals.

**ACCT 407 | FEDERAL TAX ACCOUNTING II****Units: 3**

Prerequisites: ACCT 300 with a minimum grade of C- and ACCT 306 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Study of special tax considerations pertaining to corporations and partnerships. Practice tax returns are used to illustrate the course material.

**ACCT 408 | AUDITING****Units: 3**

Prerequisites: ACCT 301 with a minimum grade of C- and ACCT 303 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Intensive introduction to the attest function in society today. The environment, the process, and the report of the public auditor are analyzed. Potential extensions of the attest function are examined.

**ACCT 425 | FINANCIAL STATEMENT ANALYSIS FOR ACCOUNTANTS****Units: 3 Repeatability: No**

Prerequisites: ACCT 300 with a minimum grade of C- and FINA 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course develops a set of core skills essential to financial statement analysis. It covers strategic ratio analysis, cash flow analysis, pro forma financial statements, financial modeling and firm valuation using discounted cash flow and residual income models, with an emphasis on practical applications. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 430 | INTERNATIONAL FINANCIAL ANALYSIS AND REPORTING****Units: 3 Repeatability: No**

Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The study of international accounting issues is crucial for effective interpretation and analysis of financial information from companies located around the world. This course adopts a twofold approach. First, the course examines diverse financial reporting practices with an emphasis on the underlying cultural, political, institutional and economic factors. Highlighting a user's perspective, the course then develops a financial statement analysis framework for comparing published financial information of non-U.S. companies. Combining these two approaches will enable students to prepare comparative case analyses based on a country context. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 431 | APPLIED RESEARCH FOR FINANCIAL ACCOUNTANTS AND AUDITORS****Units: 3 Repeatability: No**

Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 433 | ACCOUNTING ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: ACCT 303

Gain hands on accounting analytics experience working with (1) Excel, Access, and ACL to analyze transaction data and perform 100% population testing test of internal controls, (2) Tableau to analyze transaction data to gain an understanding of the client and to perform a fraud risk assessment, and (3) Python to load and transform data and develop a revenue prediction model that can be used in analytical procedures.

**ACCT 435 | NOT-FOR-PROFIT ACCOUNTING****Units: 3 Repeatability: No**

This class will cover basic nonprofit accounting rules, procedures and best practices. Specifically, to gain insight on the different types of nonprofits based on their funding models and how that impacts financial systems and reporting, understand a basic set of nonprofit financial statements and know the specialized accounting rules that apply, be able to analyze the financial health of an organization using the financials, learn to navigate the form 990 and other compliance requirements, and understand the concept of internal financial controls and management's responsibility in that area.

**ACCT 440 | CONTROLLERSHIP AND STRATEGIC COST MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: ACCT 302 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 460 | TAX RESEARCH****Units: 3 Repeatability: No**

Prerequisites: ACCT 306 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course examines research methods used for Federal taxation. Topics include ethics, tax research methodology, primary sources of law, secondary sources of law and tax practice. Students will use electronic databases and other library resources to research fact patterns in groups and present their findings to the class. In addition, students are expected to do the necessary background reading and take related tests on the topics studied. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 461 | PARTNERSHIP TAXATION****Units: 3 Repeatability: No**

Prerequisites: ACCT 407 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course examines tax reporting for non-corporate entities including partnerships, limited liability companies (LLCs) and limited liability partnerships (LLPs) and the taxation of entity owners. Students who complete this course will: (1) understand common partnership, LLC angle terminology, (2) know how and where to research on-corporate tax issues, (3) learn to prepare and review common non-corporate entity tax reports, (4) develop skills in communicating tax issues and answers to clients, (5) understand non-corporate tax planning techniques, (6) understand how to creatively structure transactions consistent with current tax laws and (7) understand how the California Board of Accountancy Ethics requirements apply to taxation issues. Problem based learning (practice problems, cases and examples) will provide the core methods of classroom instruction. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 462 | ESTATE AND GIFT TAXATION AND PLANNING****Units: 3 Repeatability: No**

Prerequisites: ACCT 306 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course examines the details of three Federal transfer taxes: the estate tax, gift tax and generation skipping tax. Topics will include transfers subject to the gift tax, valuation of gifts, gift tax exclusion, gift splitting, the gross estate, deductions for transfer taxes, life insurance subject to estate tax and the determination and payment of the three taxes. Students will be expected to prepare estate and gift tax returns, research issues related to these transfer taxes and present topics to the class. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 464 | ADVANCED CORPORATE TAXATION****Units: 3 Repeatability: No**

Prerequisites: ACCT 407 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course uses case studies to review corporate formations, corporate operations, corporate distributions, and S corporations. Following this review, the course examines advanced topics, including consolidated tax returns, corporate reorganizations, net operating loss limitations, and financial statement tax provisions. Students will learn the supporting law for these topics as well as practical applications similar to situations encountered within public and private corporations and within public accounting firms tax departments. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.)

**ACCT 480 | INTERNATIONAL ACCOUNTING STANDARDS****Units: 3 Repeatability: No**

Prerequisites: ACCT 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Corequisites: ACCT 481

The student of international accounting issues is crucial for effective interpretation and analysis of financial information from companies around the world. Topics include financial reporting practices, taxes, business operations or multilateral corporations, foreign currency translation, and transfer pricing. Note: ACCT 480 and ACCT 481 must be taken concurrently.

**ACCT 481 | EUROPEAN ACCOUNTING BUSINESS ENVIRONMENT****Units: 3 Repeatability: No**

Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Corequisites: ACCT 480

The primary goal of the course is to immerse students from a physical, cultural and intellectual perspective with an emphasis on doing business in the U.K., France, and Italy. The students will study the differences and similarities of the management systems in Western Europe as well as the parts of the world. Note: ACCT 480 and ACCT 481 must be taken concurrently.

**ACCT 492 | TAX CONSULTING SIMULATION****Units: 3 Repeatability: No**

Course focuses on understanding tax consulting fundamentals, ability to research tax questions, ability to develop tax planning alternatives using business cases, and ability to communicate tax strategies to clients orally and in writing. The course concludes with participation in a large, CPA firm sponsored tax competition. Instructor's permission required to enroll in this class.

**ACCT 494 | SPECIAL TOPICS IN ACCOUNTING****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-  
An in-depth analysis of selected topics in accounting. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ACCT 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of accountancy under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**ACCT 498 | INTERNSHIP****Units: 1-3**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-  
Experiential learning working in a business, government, or nonprofit organization. Placements provide the opportunity for practical application of accounting, business, and economics principles. Placement must emphasize accounting field. See schedule of classes for special meeting times. This course may not be repeated for credit.

**ACCT 499 | INDEPENDENT STUDY****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-  
Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

**BSCM 294 | SPECIAL TOPICS IN SUPPLY CHAIN MANAGEMENT****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in supply chain management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**BSCM 300 | GLOBAL PURCHASING AND SUPPLY MANAGEMENT****Units: 3 Repeatability: No**

Emphasis on developing and maintaining successful supplier relationships in recognition of their critical importance to organizations. Systematic coverage of the process: strategic make vs. buy and outsourcing decisions; ethics and social responsibility; development of requirements; source selection; price determination and negotiation; quality management; supplier development; and relationship management. Combination of lectures, case studies and class discussions.

**BSCM 302 | INTRODUCTION TO SUPPLY CHAIN MANAGEMENT****Units: 3**

Emphasis on the tactical and strategic decisions that match supply to demand. Topics covered include forecasting and evaluating customer demand, design and operation of distribution systems, and integration of operations and purchasing activities to deliver customer value. Overview of strategic supply chain design and the integration of internal and external partners. The roles of marketing, finance, engineering, purchasing and operations in the supply chain are examined. Combination of lecture, seminar, and case discussions.

**BSCM 303 | STRATEGIC COST MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: ACCT 202 with a minimum grade of C- and BSCM 300 (Can be taken Concurrently) and ECON 101 with a minimum grade of C-  
This course introduces and provides students an opportunity to apply modern cost management concepts, principles, and techniques in the supply chain management setting. Topics covered include an overview of manufacturing costs and cost-volume-profit analysis, activity-based management and activity-based costing, risk/opportunity costs and contract compensation agreements, and performance measurement. Additional topics include Total Cost of Ownership (TCO) analysis, net present value/return on investment analyses, outsourcing/make or buy analysis, and financial statement analysis as it relates to sourcing decisions.

**BSCM 305 | SUSTAINABLE GLOBAL SUPPLY CHAIN MANAGEMENT****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency****Non-Core Attributes: Undergraduate Research**

The increasing globalization of suppliers and customers has focused concern on issues of sustainable and socially responsible management across global supply chains. In this course, we explore the main risks, opportunities and practices we now see in global supply chain management relating to both conceptual and practical perspectives on sustainable practice. Mastery of subject matter will be developed through academic and applied research, and demonstrated by expository writing leading to production of a publishable quality final paper.

**BSCM 307 | SUPPLY CHAIN ANALYTICS****Units: 3 Repeatability: No**

Advances in information technologies allow companies to collect data in the amount and speed that have never been before. For instance, Wal#Mart captured 20 million transactions per day in 2003 in their database system. A new question then arises: What can we learn from them to help us make better decisions? We will learn some of the techniques to help us address that question in operations management. This course develops advanced ability to use quantitative methods and Excel spreadsheet to build effective models for operational decisions. The course introduces analytical and modeling tools for operations and supply chain management topics including inventory control, supply chain network design, logistic planning, demand planning.

**BSCM 494 | SPECIAL TOPICS IN SUPPLY CHAIN MANAGEMENT****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An in-depth analysis of selected topics in supply chain management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**BSCM 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of supply chain management under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor and department chair approvals.

**BSCM 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

**BUSN 101 | CREATING AND GROWING SUSTAINABLE VENTURES****Units: 3 Repeatability: No**

This course focuses on introducing undergraduate students on how to create new sustainable ventures that maximize value for all their stakeholders, as well as, how to scale and grow them once they have been founded. The course will include some personal exploration of entrepreneurial mindset and skills, exploration of career interests as well as provide an understanding of the key aspects of business creation and growth. The major themes addressed are: (a) introduction to entrepreneurship and business disciplines (b) major selection, (b) career preparation, (c) entrepreneurial thinking and practice (d) working in teams (e) communication (f) business ethics.

**BUSN 294 | SPECIAL TOPICS IN BUSINESS****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in business. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**BUSN 299 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study including empirical research and written reports. Approval is required by instructor, department chair and dean.

**BUSN 309 | LGBTQ IN BUSINESS AND ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 and ECON 102 and (MATH 130 or MATH 150)  
This course is an examination of the effects of heteronormativity on the economic outcomes of the LGBTQ population. Topics examined will include the demographics of the LGBTQ population, LGBTQ in the workplace, marketing to the LGBTQ population, the formation of "Gay" neighborhoods, and public finance issues related to the LGBTQ population (tax treatment, impact of gay marriage).

**BUSN 339 | LATIN AMERICA BUSINESS ENVIRONMENT****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)  
This course is designed to prepare participants to work effectively in or with Latin America organizations by providing an understanding of the issues, opportunities, and complexities associated with doing business in the region. The focus is on the cultural, historical, economic, social, political and business environments in Latin America and on the activities of companies operating in Latin America, both foreign and domestic. Successful Latin American companies competing internationally will also be an aspect of the course. Upon successful completion of the course, students will possess an awareness of the business and economic environments in Latin America, and be able to demonstrate analytical and strategic thinking skills that reflect an understanding of the competitive environment in which local and foreign companies operate in Latin America.

**BUSN 361 | INTRODUCTION TO INTERNATIONAL BUSINESS****Units: 3 Repeatability: No**

An introduction to the international dimension of doing business. The purpose of this course is to make the student aware of the role played by culture, geography, government, and economics in shaping the environment in which businesses operate internationally. Topics include forward currency markets, foreign direct investment, negotiation, international distribution, etc. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.



**BUSN 377 | NEGOTIATION IN A GLOBAL BUSINESS ENVIRONMENT**  
**Units: 3**

In an increasingly interdependent world, the ability to negotiate with people with diverse socio-cultural backgrounds and in different regions of the world is crucial for managers and leaders. This course offers skills and knowledge for becoming an effective negotiator through lecture, class discussion, and experimental exercises. This course includes several negotiation simulations and exercises that incorporate cross-cultural and international components.

**BUSN 383 | PROJECT MANAGEMENT**  
**Units: 3**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)

**BUSN 401 | BUSINESS COMMUNICATION**  
**Units: 3 Repeatability: No**

Analysis of the factors involved in planning, organizing, and writing in the business environment. Extensive practice in presenting effective letters, memoranda, and business reports using primary and secondary sources.

**BUSN 494 | SPECIAL TOPICS IN BUSINESS****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An in-depth analysis of selected topics in business. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**BUSN 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of business administration under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**BUSN 498 | INTERNSHIP****Units: 1-3 Repeatability: No**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-  
Experiential learning working in a business, government, or nonprofit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See the university class schedule for special meeting times. This course is restricted to School of Business majors who have completed at least 75 units and School of Business minors who have completed at least 90 units with instructor's approval. It may not be repeated for credit.

**BUSN 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major.

**DSCI 294 | SPECIAL TOPICS IN DECISION SCIENCE****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in decision science. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**DSCI 300 | FOUNDATIONS OF BUSINESS ANALYTICS****Units: 3 Repeatability: No****Core Attributes: Quantitative reasoning comp**

Prerequisites: ITMG 100 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- (Can be taken Concurrently) or ECON 217 with a minimum grade of C- (Can be taken Concurrently))

Business analytics skills are essential in the business world and this course provides a fundamental competence and understanding of descriptive, predictive and prescriptive analytics tools. The objective of the course is to develop students' ability in applying analytical and quantitative tools in business decision making. To achieve this objective, the course will introduce the general classes of analytical models, their applications in business contexts as well as problem formulation and solution techniques. (Note: ECON 216 or ECON 217 may not be taken concurrently during intersession or summer sessions. ECON 216 or ECON 217 may only be taken concurrently if it is taken during the fall or spring semester.). (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

**DSCI 303 | OPERATIONS MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Students employ a managerial perspective to develop a strategic view of operations and supply chain management in a wide range of contemporary contexts (with a primary focus on process management within and across organizations). Students develop critical skills and master material relating to the fundamental role played by operations in the competitive performance of an organization. Among the critical skills and areas of mastery students develop are process analysis, process design, process improvement, supply chain management, capacity planning & control, inventory management, quality planning, quality control, strategic improvement techniques and risk management. The course incorporates concerns for corporate social responsibility.

**DSCI 494 | SPECIAL TOPICS IN DECISION SCIENCE****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-

An in-depth analysis of selected topics in decision science. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**DSCI 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of decision science and operations under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**DSCI 499 | INDEPENDENT STUDY****Units: 1-3**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-  
Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

**ECON 101 | PRINCIPLES OF MICROECONOMICS****Units: 3-4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

An introduction to consumer behavior and the theory of the firm. Topics include the demand behavior of households, the supply behavior of business firms, an introduction to market structure, market equilibrium, market failures, the workings of input markets, international trade and the role of the government in the economy.

**ECON 102 | PRINCIPLES OF MACROECONOMICS****Units: 3****Core Attributes: Social/Behavioral Inquiry area**

Prerequisites: ECON 101 with a minimum grade of C-  
The study of the operation of the American economy in an international setting, examining the interaction of households, business firms, government, and the rest of the world in resource, product, and financial markets. Topics include national income accounting and analysis, business fluctuations, inflation, unemployment, and monetary and fiscal policy.

**ECON 201 | INTERMEDIATE MICROECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- (Can be taken Concurrently) or MATH 150 with a minimum grade of C- (Can be taken Concurrently) or MATH 151 with a minimum grade of C- (Can be taken Concurrently))  
The economic theory of demand, production, product and input markets, welfare, and general equilibrium. Applications of price theory, including its use in evaluating and forming public policy.

**ECON 202 | INTERMEDIATE MACROECONOMICS****Units: 2-3**

Prerequisites: ECON 102 with a minimum grade of C-  
Examines the causes of fluctuations in important national economic variables, such as aggregate output, interest rates, the rate of inflation, the rate of unemployment, and exchange rates. Investigates the feasibility of stabilizing the economy through the use of fiscal and monetary policy.

**ECON 216 | STATISTICS FOR BUSINESS AND ECONOMICS****Units: 4****Core Attributes: Quantitative reasoning comp**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-  
A systematic exposure to the issues and problems of applying and interpreting statistical analyses of business situations. Topics include descriptive statistics, probability, random variables and their distributions, statistical inference, multiple regression and residual analysis, correlation, classical time-series models, and forecasting. Extensive computer analysis of data.

**ECON 217 | APPLIED REGRESSION ANALYSIS****Units: 1 Repeatability: No****Core Attributes: Quantitative reasoning comp**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-  
A course in applied regression analysis with applications to Business and Economics. Emphasis on simple and multiple regression modeling and interpretation of results. Topics include a review of hypothesis testing for means and proportions; correlation; simple and multiple regression analysis including linear and non-linear models, residual analysis, the use of categorical variables, time series analysis, and forecasting. Extensive computer analysis of data, especially using Microsoft Excel.

**ECON 294 | SPECIAL TOPICS IN ECONOMICS****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in economics. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ECON 302 | PUBLIC FINANCE****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)  
An introduction to public sector economics, concentrating on the revenues and expenditures of federal, state, and local governments. Topics include public goods, externalities, voting theory, cost benefit analysis, and the study of taxation and government transfer programs. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**ECON 304 | URBAN ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)  
The application of economic analysis to urban and regional areas. Topics include the theory underlying urbanization and the location of economic activity, the methodology utilized to analyze urban and regional economies, and problems and policies related to urban areas, such as housing, poverty, transportation, and local public finance. Special attention will be given to the San Diego metropolitan area. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**ECON 308 | ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)  
An analysis of the economic principles that underlie the allocation, pricing, and use of natural resources. Topics include the intertemporal allocation of depletable resources, the economics of fisheries and forestry, issues in the distribution and use of water resources, the economics of recycling and waste disposal, and economic perspectives on global warming and ozone depletion. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**ECON 309 | LGBTQ IN BUSINESS AND ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 and ECON 102 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)

This course is an examination of the effects of heteronormativity on the economic outcomes of the LGBTQ population. Topics examined will include the demographics of the LGBTQ population, LGBTQ in the workplace, marketing to the LGBTQ population, the formation of "Gay" neighborhoods, and public finance issues related to the LGBTQ population (tax treatment, impact of gay marriage).

**ECON 310 | MONEY AND BANKING****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

A study of the structure, regulation, and performance of the banking industry in the United States, focusing on the strategy and procedures of the Federal Reserve System. Examines the problems encountered by the Federal Reserve System in trying to achieve its goals. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**ECON 322 | LABOR ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An analysis of the operation of labor markets focusing on the market system for wage determination. Topics include the supply and demand for labor, wage determination under various market structures, human capital formation, discrimination in labor markets, collective bargaining and the structure of pay, unemployment, and wage inflation.

**ECON 327 | LAW AND ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The application of economic methodology to the principal areas of law: property, contracts, torts, and crime. The microeconomic concepts of maximization, equilibrium, and efficiency are used to examine the consequences of existing and proposed laws and legal institutions. Topics include the economic analysis of property rights, ownership solutions to environmental problems, the economics of various contract designs, and the efficiency of tort liability rules.

**ECON 333 | INTERNATIONAL ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The theory, practice, and institutions of the international economy. Topics include international trade and investment, balance of payments, foreign exchange rate determination, multinational enterprises, trade with developing countries, and international economic policy. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**ECON 335 | ECONOMIC DEVELOPMENT OF LATIN AMERICA****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An analysis of the determinants of economic development and growth in developing countries in general and Latin America in particular, along with associated problems and policies. Topics include theories and policies concerning population, income distribution, education, capital formation, finance, agriculture, industry, trade, and economic planning. Prerequisites: ECON 101 and ECON 102 and (MATH 130 or MATH 150 or MATH 151).

**ECON 337 | ECONOMIC DEVELOPMENT OF ASIA****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An analysis of the determinants of economic development and growth in Asia and the Pacific Rim, along with associated problems and policies. Topics include theories and policies concerning population, income distribution, industry, agriculture, domestic savings and investment, human resources, international trade, foreign capital, and external debt.

**ECON 339 | LATIN AMERICA BUSINESS ENVIRONMENT****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course is designed to prepare participants to work effectively in or with Latin American organizations by providing an understanding of the issues, opportunities, and complexities associated with doing business in the region. The focus is on the cultural, historical, economic, social, political and business environments in Latin America and on the activities of companies operating in Latin America, both foreign and domestic. Successful Latin American companies competing internationally will also be an aspect of the course. Upon successful completion of the course, students will possess an awareness of the business and economic environments in Latin America, and be able to demonstrate analytical and strategic thinking skills that reflect an understanding of the competitive environment in which local and foreign companies operate in Latin America.

**ECON 340 | BEHAVIORAL ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Behavioral Economics is the study of the decision-making process of individuals and institutions to provide insight into the actions of individuals and business firms. This course combines quantitative methodology and analytic tools with insights from decision theory. There will be a special focus on how businesses can gain insights about individuals' decisions, motivation, and judgements from experiments, surveys, and data analytics. Analytics tools explored will include, but are not limited to, experiment design, survey design, A/B testing. The course will aim to inform future managers, analysts, consultants, and advisors of the psychological processes and biases underlying economic decision-making, with an emphasis on how to incorporate such insights into business strategies.

**ECON 353 | SPORTS ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The application of economic principles to analyze a wide range of issues in professional sports and collegiate athletics. Principles from the economics of labor markets, industrial organization, and public finance are applied to the analysis of sports issues. Issues discussed include league formats, rival leagues, franchise relocation and venue location, player salaries, free agency, salary caps, arbitration, player development, discrimination, NCAA rules on scholarships and eligibility, financial aspects of collegiate athletic programs, revenues from merchandising and broadcast rights, and economic impact analysis of sports teams on a local community.

**ECON 370 | APPLIED ECONOMETRICS****Units: 3 Repeatability: No**

Prerequisites: ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

A hands-on experience in econometric analysis designed to help students to acquire the skills necessary to carry out their own empirical research in economics. Various aspects of empirical research in economics will be covered, including development of testable economic models, appropriate use of data, and specification and estimation of econometric models. Topics covered include: Ordinary Least Squares (OLS) applied to simple and multiple regression models, hypothesis testing, proper specification of models, multicollinearity, heteroskedasticity, serial correlation, cross sectional and time series models, binary-choice models, simultaneous equation models, panel data analysis, and forecasting. This course focuses on the development of practical skills associated with constructing regression equations that describe data sets appropriately, and providing economic interpretations to the results. The course includes hands-on laboratory assignments using Stata software.

**ECON 375 | GAME THEORY****Units: 2-3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Develops a conceptual framework to understand strategic behavior in economics and business environments and examines models of strategic thinking in interactive situations. Analyzes how to represent strategic situations as games and develops basic solution concepts to predict their outcomes. Topics include the use of credible threats and promises, repeated games, backward induction, strategic use of information through signaling, and bidding in auctions.

**ECON 376 | GIS APPLICATIONS IN BUSINESS****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An introduction to geospatial, or geographic, information systems (GIS) applied to organizational and environmental decision-making applications. The course provides background knowledge to identify spatial characteristics of many decision-making situations and to integrate spatial thinking and GIS analysis into the student's academic studies and career. The course includes hands-on laboratory tutorials and projects using ArcGIS 10 desktop GIS software.

**ECON 381 | PREDICTIVE ANALYTICS & BIG DATA****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and (BUAN 370 with a minimum grade of C- or (ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C-))

Analytics is the process of transforming data into insight in order to make better-informed decisions. Predictive analytics is the branch of analytics problem type that focuses on the central question of "what will (or could) happen?" This involves making predictions by describing static and dynamic relationships using a collection of techniques including, but not limited to response surface modeling, simulation, and forecasting. This course will focus on developing a toolkit for solving two important and common types of prediction problems: 1) formulating a continuous prediction; 2) formulating a categorical (discrete) prediction. With these goals in mind, methodologies will be introduced by leveraging modern-day software implementation and machine learning when appropriate. By the end of the course, you will know how to estimate and assess the performance of (validate) a variety of predictive models for applications in business.

**ECON 390 | BUSINESS ANALYTICS STRATEGY****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and (BUAN 370 with a minimum grade of C- or (ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C-))

Business analytics refers to the ways in which enterprises such as businesses, nonprofits, and governments can use data to gain insights and make better decisions. The ability to use data effectively to drive rapid, precise, and profitable decisions has been a critical strategic advantage for many companies. In this course, we will examine how managers and other stakeholders can apply advanced statistical techniques and tools that are central to the analysis of structured data that is used in business decision making. Data visualization and exploratory analysis will be emphasized as a key first step in the analytics process. Students will go through the process of identifying the data needs of a company, identifying key questions, identifying and exploring data sources to address these needs & questions, study design, strategy for implementation of study design, and communication of results. Special emphasis will be on communicating and translating analytic information into actionable business intelligence. Students will explore a variety of industry sectors (business, financial, technology, healthcare, sports, social innovation/ "big data for social good", social media).

**ECON 414 | INVESTMENT ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An overview of the economic foundations of modern finance, including individual preferences and decision-making in the face of uncertainty, how investors apply this decision-making framework to choose a portfolio of assets (Markowitz Portfolio Theory), the equilibrium pricing implications of these decisions (CAPM, Arbitrage Pricing Theory, Derivatives), and the role of asset prices and financial markets in the wider macroeconomy.



**ECON 424 | INDUSTRIAL ORGANIZATION****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Combining microeconomic theory, game theory, and empirical results to explore the relationships among firms within and across industries and to examine the nature of strategic interaction among firms. The focus is on the structure and performance of markets that are imperfectly competitive, including entry deterrence strategies and barriers to entry, vertical control, market segmentation and price discrimination, mergers and acquisition, price and non-competition, and market equilibria with incomplete information.

**ECON 471 | BUSINESS CYCLES AND FORECASTING****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

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.

**ECON 473 | MANAGERIAL ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The application of analytical techniques and economic principles to analyze typical problems encountered by managers. Topics include risk analysis, demand analysis and estimation using multiple regression analysis, sales forecasting, production analysis, cost estimation, pricing decisions, game theory, market structure and capital budgeting. (Note: offered only during the spring semester).

**ECON 480 | MATHEMATICAL ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and MATH 150 with a minimum grade of C-

An introduction to mathematical techniques used to analyze economic problems to gain a deeper understanding of economic decision making through the use of mathematical models. Topics include comparative statistics, optimization problems, dynamics, and mathematical programming. Mathematical techniques covered include matrix algebra, differential and integral calculus, differential equations, and difference equations.

**ECON 494 | SPECIAL TOPICS IN ECONOMICS****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An in-depth analysis of selected topics in economics. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ECON 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of economics under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**ECON 497 | SENIOR SEMINAR****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Advanced Integration, Oral communication competency**

Prerequisites: ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C- and ECON 370 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This "capstone" course is designed to enhance research, critical thinking, and analytical skills for students majoring in economics and business economics. Students will use quantitative tools and the theoretical foundations learned in prior economic courses to analyze current economic problems and social issues. Requires integrating a variety of tools and techniques from economics, quantitative reasoning, critical thinking and information literacy, and social and behavioral inquiry to empirically test and provide implications about self-selected research questions. Students will sharpen their oral presentation, writing and technical analytical skills as they work on individual research and discussion topics, culminating in a final Economics research paper and presentation. (Prerequisite note: Last semester senior standing).

**ECON 498 | INTERNSHIP****Units: 1-3**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)

Experiential learning working in a business, government, or nonprofit organization. Placements provide the opportunity for practical application of economics, business, and accounting principles. Placement must emphasize economics field. See schedule of classes for special meeting times. This course may not be repeated for credit.

**ECON 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Study of economic theory and public policy through selective readings and research. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

**ETLW 294 | SPECIAL TOPICS IN ETHICS & LAW****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in ethics and law. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ETLW 302 | BUSINESS AND SOCIETY****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

This course examines principles of social responsibility, ethics, law, and stakeholder theory as they apply to organizations domestically and abroad. Coverage includes business ethics; individual versus societal interests; labor and employment issues; consumer protection; discrimination and diversity; the natural environment; politics, public policy, and government regulation of business. Particular attention is given to developing moral reasoning skills. Meets the requirements for the Environmental Studies minor.

**ETLW 311 | BUSINESS LAW I****Units: 3 Repeatability: No**

Covers the fundamentals of United States law and legal system, relationship of law to ethics, criminal law, torts, contracts, agency, risk management, insurance, and hiring and managing an attorney. Special emphasis is given to preventing legal problems and resolving conflicts in business for business practitioners. Systems and methods of dispute resolution are considered, including negotiation, mediation, arbitration, and the U.S. judicial system, including small claims court.

**ETLW 312 | BUSINESS LAW II****Units: 3**

Prerequisites: ETLW 311

Continued study of the legal environment of business, including such topics as creation, operation, and termination of partnerships and corporations, sale of goods, and negotiable instruments. Case study.

**ETLW 313 | INTERNATIONAL BUSINESS LAW AND ETHICS****Units: 3**

Global issues permeate the business environment. As international business transactions increase, so does the need for an understanding of how international law governs such transactions. What does the international legal system look like? What international institutions come into play and what is their role? What law applies and how is it enforced? How do businesses conduct themselves in the global marketplace, and how should they? This course will explore these issues and more, including various ways in which ethical, cultural, and political forces influence international business. Teaching methods include lecture, case studies, class discussion and debate.

**ETLW 403 | ENVIRONMENTAL MANAGEMENT****Units: 3**

This course analyzes the effect of business activities on the environment. Environmental public policies are examined, as well as selected corporate environmental policies. The course addresses a myriad of questions, such as: Is there an inherent conflict between business profits and environmental protection? Can humans conduct business without harming the environment? What are the environmental consequences if the developing world reaches the same level of consumption as the developed world? Should the developed world reduce its level of consumption? Does the developed world have an obligation to the undeveloped world? If so, what is it? What is the meaning of sustainable economic growth? How is sustainable economic growth achieved? Meets the requirements for the Environmental Studies minor.

**ETLW 494 | SPECIAL TOPICS IN ETHICS & LAW****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An in-depth analysis of selected topics in ethics & law. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ETLW 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of ethics and law under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**ETLW 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

**FINA 294 | SPECIAL TOPICS IN FINANCE****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in finance. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**FINA 300 | FINANCIAL MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C- and (ECON 216 with a minimum grade of C- (Can be taken Concurrently) or ECON 217 with a minimum grade of C- (Can be taken Concurrently)) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course is an introduction to the fundamental principles that guide the financial manager in making asset management, valuation and financing decisions. Topics include ratio analysis, time value of money, stock and bond valuation, risk and return (CAPM), capital budgeting, financial planning, cost of capital and options. (Note: ECON 216 or ECON 217 may not be taken concurrently during intersession or summer sessions. ECON 216 or ECON 217 may only be taken concurrently if it is taken during the fall or spring semester.) Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**FINA 401 | COMMERCIAL BANK MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-  
This course examines operating and policy issues bankers face in their efforts to maximize shareholder value. Topics include evaluating bank performance, measuring and controlling risks, managing the loan portfolio, and liability and capital management. Recent industry trends and the interaction between financial institutions and the economy are studied.

**FINA 402 | INVESTMENTS****Units: 2-3 Repeatability: No**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course surveys the basic principles and techniques of security and investment analysis. It covers capital markets, stocks, fixed-income portfolios, options, futures contracts and other derivatives. Market analysis methods are examined, and sources of analytical information and their use are studied.

**FINA 403 | DERIVATIVES****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and FINA 402 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101

This course is an introduction to derivative security markets including call and put options, futures and forward contracts, and swaps. Topics include the economic role of derivatives, valuation of derivatives, derivative trading strategies and the management of corporate risk with derivatives. The aim of the course is for students to gain proficiency in the use and valuation of a variety of derivative products.

**FINA 404 | ADVANCED CORPORATE FINANCE****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

The objective of this course is to apply financial management concepts to business situations through the use of case studies. The course will enhance your understanding of corporate finance topics, such as, valuation, capital budgeting, risk and return, cost of capital, capital structure, dividend policy and mergers. The focus of the course is on applied and analytical financial decision making and will require written case reports and the presentation of case analyses.

**FINA 405 | INTERNATIONAL FINANCIAL MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

An introduction to the problems facing the financial management of international companies. Topics include foreign exchange exposure management, financing trade, foreign direct investments, international accounting and control, and working capital management.

**FINA 406 | PERSONAL FINANCE****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course will cover the financial planning, taxation and regulatory aspects of an individual's lifelong saving, borrowing and investment decisions. The course will educate persons in making informed financial choices over their working careers. The topics include – credit management, credit scores, tax planning, consumer loans, home purchase and mortgage financing, property, life and health insurance, mutual funds, stock and bond investing, IRAs, 401k plans, retirement and estate planning.

**FINA 407 | NEW VENTURE FINANCE****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course is based on experiential learning and presents a comprehensive stage-sensitive approach to entrepreneurial finance. The course is designed for students to perform real-world financial analyses and make financial decisions for a company throughout its venture life cycle, from the founding of a company to its liquidity event for its investors. The course is constructed as a combination of lectures, project workshops, and discussions based on five key entrepreneurial financial decision areas-the founders agreement, planning and financing of operations, forecasting growth financing, venture capital financing, and the liquidity event for investors.

**FINA 408 | FINANCIAL STATEMENT ANALYSIS****Units: 3 Repeatability: No****Non-Core Attributes: Other**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course develops a set of core skills essential to financial statement analysis. It covers strategic ratio analysis, cash flow analysis, pro forma financial statements, financial modeling and firm valuation using discounted cash flow and residual income models, with an emphasis on practical applications.

**FINA 409 | FINANCIAL MODELING AND ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course covers financial modeling techniques applied to optimal decision making in the areas of corporate finance and investment banking. Topics include the construction of comprehensive valuation models, using precedent transactions and comparable companies in valuation, strategic industry analysis, and mergers and acquisitions.

**FINA 410 | STUDENT MANAGED INVESTMENT FUND****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

In this course students make recommendations for an investment portfolio with actual money. The purpose of the course is to enable students to put into practice investment concepts and to expose students to the psychology and mechanics of investment decisions. Finance Department Chair's approval required to enroll in this class.

**FINA 494 | SPECIAL TOPICS IN FINANCE****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

An in-depth analysis of selected topics in finance. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**FINA 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of finance under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**FINA 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

**ITMG 100 | INFORMATION SYSTEMS****Units: 3****Core Attributes: First Yr Integration (LC Only)**

An introductory course on how technology and information systems impact business organizations. In addition to learning business information systems best practice you learn each of the four Microsoft Office (Excel, Access, Word and PowerPoint) software applications and be able to apply them successfully to problem solving scenarios. This course will also prepare you to take the Microsoft Office Specialist Certification in Excel.

**ITMG 294 | SPECIAL TOPICS IN INFORMATION TECHNOLOGY MANAGEMENT****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in information technology management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ITMG 310 | BUSINESS & ORGANIZATIONAL APPLICATION PROGRAMMING & DEVELOPMENT****Units: 3**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The study of advanced methods and techniques in decision support application development using spreadsheet, database, and visual programming software. The course enables students to solve business problems by integrating tools including spreadsheets, database, programming languages, and the Internet. The course stresses development of complete, turnkey systems with programming facilities available in decision support software programs. Heavy emphasis is placed on developing programming skills for business and organizational applications.

**ITMG 320 | DATABASE DESIGN AND BUSINESS INTELLIGENCE IMPLEMENTATION****Units: 3**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The theory and practice of designing and modifying database management information systems for the use of business intelligence implementation. Topics include: best practices in data modeling, data normalization, and database design; database implementation methods for business use; and the use and evaluation of alternative database management software packages. Instructional methods include lecture, demonstrations, group problem-solving exercises, database design and business intelligence implementation projects, and student presentations.

**ITMG 330 | ELECTRONIC COMMERCE****Units: 3**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course will help you better understand the emerging online technologies and trends and their influence on the electronic commerce marketplace. Topics include the Ecommerce fundamentals, Ecommerce business strategy, supply chain management, customer relationship management, and implementation of ecommerce such as analysis, design and maintenance.

**ITMG 340 | INTRODUCTION TO WEB SITE DESIGN****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Creating websites for business purposes, and learn the essential tools for web site development. The instruction will include planning a web site, understanding the principles and elements of web site design, page optimization, and evaluating web site effectiveness. Teaching methods include mostly hands-on skill building using the latest software available for web design.



**ITMG 350 | MANAGEMENT INFORMATION SYSTEMS****Units: 3**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

A management-oriented overview of information systems with an emphasis on ways to analyze and use information technologies from the perspective of a business professional. The emphasis is threefold: to understand an analytic, integrative approach for thinking about (information) systems; to understand the uses of information technology to the success of organizations and competitive advantage; and to reinforce your skills using the latest server and Internet applications for managerial problem-solving and productivity. Topics include: international competitive uses of information systems; various ways of using information technologies in business processes, products, and services; impacts of information systems on the productivity of individuals and organizations; methods of information management decision making; factors leading to successful implementation of information systems; and threats and risks associated with information systems. Instructional methods include lecture, case study analysis, hands on training with current business software, community service-learning, technical writing, and presentations.

**ITMG 360 | COMPUTER NETWORKS, SECURITY, AND FORENSICS****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course is designed to give the student a thorough understanding of the existing use of data communication networks, information security and computing forensics. Students will also learn about future developments in the area of telecommunications. Topics include: various protocols, topologies, and configuration used in modern data communications networks; the characteristics, engineering, and economic trade-offs among essential network hardware and software components; and current telecommunications industry standards and emerging technologies. Hands-on projects introduce students to the nuances of design, implementation, and management of computer networks in real-world environments using prevailing networking software.

**ITMG 376 | GIS APPLICATIONS IN BUSINESS****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An introduction to geospatial, or geographic, information systems (GIS) applied to organizational and environmental decision-making applications. The course provides background knowledge to identify spatial characteristics of many decision-making situations and to integrate spatial thinking and GIS analysis into the student's academic studies and career. The course includes hands-on laboratory tutorials and projects using ArcGIS 10 desktop GIS software.

**ITMG 440 | INTERACTIVE MOBILE AND WEB APPLICATION DEVELOPMENT****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course is designed to give the student a thorough understanding of the existing use of data communication networks, information security and computing forensics. Students will also learn about future developments in the area of telecommunications. Topics include: various protocols, topologies, and configurations used in modern data communications networks; the characteristics, engineering, and economic trade-offs among essential network hardware and software components; and current telecommunications industry standards and emerging technologies. Hands-on projects introduce students to the nuances of design, implementation, and management of computer networks in real-world environments using prevailing standard networking software.

**ITMG 494 | SPECIAL TOPICS IN INFORMATION TECHNOLOGY MANAGEMENT****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An in-depth analysis of selected topics in information technology management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ITMG 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of information technology management under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**ITMG 498 | INTERNSHIP IN I.S./E.C.****Units: 1-3**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)

**ITMG 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

**MGMT 294 | SPECIAL TOPICS IN MANAGEMENT****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**MGMT 300 | ORGANIZATIONAL BEHAVIOR****Units: 3 Repeatability: No**

Prerequisites: ECON 101

The study of human behavior in organizational settings. Examines the interface between human behavior and the organizational context, and presents frameworks for managing people in the organization. Topics addressed include perceptual processes, personality, learning, motivation, attitudes, stress, group dynamics, intergroup behavior, conflict, power, politics, leadership, and cross-cultural implications. Behavioral science concepts are applied through self-assessment, case studies, and experiential exercises. Note: Students may take this course after successfully completing 45 units.

**MGMT 301 | ORGANIZATIONAL THEORY AND GLOBAL LEADERSHIP****Units: 3**

Prerequisites: MGMT 300

In today's global environment successful business leaders must understand theories of organizational design, structure, development, and effectiveness both domestically and abroad. Topics in this macro-oriented course include a number of international and contemporary management issues, including limitations in traditional views of leadership and the need for a more comprehensive view of how leadership works in organizations throughout the world. The relationship of leadership to culture and gender in organizations is explored, and practical leadership skills crucial to organizational effectiveness in a global business environment are integrated into the course through experiential learning exercises and interactive simulations.

**MGMT 302 | FAMILY BUSINESS****Units: 3 Repeatability: No**

Prerequisites: MGMT 300

Family-owned businesses make up as much as 80 percent of all U.S. businesses, including 175 of the Fortune 500. They face different challenges than their non-family-owned peers. This course discusses ways in which family-owned businesses are unique, stressing some of the special challenges they face, such as: grooming a management successor from within the family; implementing an estate plan to pass ownership of the business to the proper individuals while avoiding our confiscatorial estate tax; techniques for resolving family conflicts that erupt in the business and business conflicts that threaten to destroy the family; setting fair compensation for family members and non-family employees; and motivating non-family employees to support the family's goals. Family business is a cross-functional, multi-disciplinary study which includes aspects of management, communications and conflict resolution, law, estate planning, accounting and taxation, and family counseling. (This course is equivalent to ENTR 302.).

**MGMT 303 | INTERPERSONAL RELATIONS****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: MGMT 300

An advanced course covering theories, research, and skill development in the area of interpersonal relations. Topics covered include interpersonal influence, conflict, emotional styles, communication, group roles, non-verbal behavior, and personal growth. Course concepts are integrated with classroom exercises and outside organizational experiences to provide the student with both knowledge and skills for interacting effectively with others in managerial and personal situations.

**MGMT 304 | ENTREPRENEURSHIP AND NEW VENTURES****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and MGMT 300 and MKTG 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An examination of the problems and processes for launching and/or purchasing business ventures. Topics include the nature and role of the entrepreneur, identifying and assessing potential opportunities for new ventures, structuring and staffing the new venture, preparing the business plan, attracting venture capital, and dealing with key legal issues. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites. (This course is equivalent to ENTR 304.).

**MGMT 305 | CAREER DEVELOPMENT****Units: 3 Repeatability: No**

Study of the development of careers in work organizations. Principles of human resource skill development and patterns of success. Models for understanding individual and organizational career assessment and development. Principles of stress and coping mechanisms in career activities. Attention to successful individual and organizational practices. Particular emphasis on careers in management.

**MGMT 306 | WOMEN IN MANAGEMENT****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

This course is designed to give women a repertoire of skills needed in various work-related situations. The course examines management requirements for various organizational levels and stresses the difference between personal and organizational issues.

**MGMT 307 | HUMAN RESOURCE MANAGEMENT****Units: 3**

Prerequisites: MGMT 300

An introduction to the roles of both the staff specialist and manager regarding the human resource management function. Topics include, but are not limited to, staffing, compensating, training, appraising, and developing an organization's human resources, as well as employment law, labor relations, and the strategic role of human resource management in today's organization.

**MGMT 308 | SMALL BUSINESS MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: MGMT 300 and FINA 300 and MKTG 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Application of the basic business disciplines to the small business environment. Examines both growth-oriented small firms on the way to becoming large firms and small, income-substitution firms. Issues include: managing to provide for the survival and growth of the small business; how smallness influences management processes such as recruitment and motivation of employees; and how smallness influences marketing, finance, operations, and other functional areas within the small firm.

**MGMT 309 | INTERNATIONAL COMPARATIVE MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: MGMT 300

Addresses the dilemmas and opportunities that managers face as they work in multicultural and global environments. The main objective of the course is to increase the effectiveness of managers/employees in identifying, understanding, and managing the cultural components of organizational dynamics. Focuses on the relationships between cultural values and the practice of managing people. (For International Business minors only, BUSN 361 may substitute MGMT 300 as the prerequisite for this course.).

**MGMT 310 | INNOVATION AND DESIGN THINKING****Units: 3 Repeatability: No**

Prerequisites: MGMT 300

Teaches an iterative problem solving process of discovery, ideation, and experimentation using design-based techniques. Students develop insights and innovative solutions for diverse issues in business and public management. Introduces innovation and entrepreneurship. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites.

**MGMT 311 | BUSINESS LEADERSHIP****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: MGMT 300

This course is designed to provide students with a comprehensive understanding of the theories, practices, and ethics of leadership; specifically, the impact of leadership within a business environment. Students will be provided with the knowledge and skills necessary to enhance their ability to be effective leaders. A systematic approach to leadership development is emphasized through contemporary readings on leadership, files, and experiential exercises.

**MGMT 312 | GLOBAL SOCIAL ENTREPRENEURSHIP****Units: 3 Repeatability: No**

Prerequisites: MGMT 300

Global social entrepreneurship is about how to frame problems and devise solutions for the world's most pressing challenges. Through experiential learning and case discussion, students will acquire knowledge and capabilities for the creation of social ventures. The course invites exploration of social innovations that have transformed the world. Students will learn how to combine business and management skills with imagination, passion, empathy and courage to effectively tackle social problems.

**MGMT 333 | TORERO VENTURES LAB****Units: 3 Repeatability: No**

Prerequisites: MGMT 300

The purpose of the Torero Ventures Lab is to provide real-world, hands-on learning to enable students to start their own sustainable ventures. The course is experiential in nature where students work in teams to bring their ideas into reality by working with customers, mentors, investors, partners, and other key stakeholders. Students will learn to confront the ambiguity, uncertainty, and the messiness inherent in the startup process, and navigate these to bring their ideas one step closer to the launch stage. In this course through a combination of lectures, interaction with potential customers and investors, live case studies, and readings, students will be able to create a sustainable business model for their new ventures, understand the concepts of customer discovery and prototyping, identify key practices involved in founding a startup, work in interdisciplinary teams to understand how to build and work in startup teams and learn from failures to develop a workable business model. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites.

**MGMT 414 | INTERNATIONAL MANAGEMENT CONSULTING****Units: 3 Repeatability: No**

Prerequisites: MGMT 300

This management consulting project-based course will provide participants with instruction and practical experience in conducting a consulting project with an international approach. Students work in teams to design and develop solutions to a business problem or strategic initiatives for a company. You will learn and demonstrate your ability to formulate a statement of work, establish goals and milestones, prepare a schedule of deliverables, allocate responsibilities to team members, and interact with your client. The course is a combination of class sessions, instructor-individual team conferences, student team meetings, research, team-client meetings, report writing, and presentation of consulting activity/project results.

**MGMT 492 | STRATEGY SIMULATION****Units: 3**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) Students will manage a company in a computer simulated oligopolistic industry. They will compete against companies managed by students from five other schools. Students will write detailed business plans, prepare budgets, and submit annual reports to shareholders while making management decisions for their company for 20 (simulated) quarters.

**MGMT 494 | SPECIAL TOPICS IN MANAGEMENT****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: MGMT 300

An in-depth analysis of selected topics in management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**MGMT 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of management under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major.

**MGMT 497 | STRATEGIC MANAGEMENT****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: MGMT 300 and FINA 300 and DSCI 300 and MKTG 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ECON 101 with a minimum grade of C- and ACCT 201 with a minimum grade of C- and ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course develops skills in problem analysis and decision making in areas of corporate strategy and business policy. It is the integrating course of the undergraduate program and will concentrate on the application of concepts through case studies. Open only to final year seniors.

**MGMT 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

**MKTG 294 | SPECIAL TOPICS IN MARKETING****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in marketing. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**MKTG 300 | FUNDAMENTALS OF MARKETING****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course introduces students to the issues and matters undertaken by marketers. Students will learn the language of marketing and the basic elements of a marketing analysis. Students will be able to identify, define, and examine the process of developing the components of the marketing mix, and explain how marketing managers use these components to gain competitive advantage within a socially responsible and ethical environment. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**MKTG 301 | SERVICES MARKETING****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course examines the key characteristics that distinguish services from traditional goods marketing. Critical dimensions which customers utilize to determine quality services are emphasized. Attention is directed toward the development and demonstration of interpersonal and problem-solving skills. Learning activities can include: case analysis, marketing plan, and client-sponsored projects.

**MKTG 302 | SPORTS MARKETING****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course explores the complex and diverse nature of sports marketing. It applies fundamental marketing concepts to the sports industry, including the marketing mix, consumer behavior, marketing research, segmentation analysis, and assessment of marketing programs specific to sports. Guidelines for the formulation of marketing goals and strategies will be included. Trends, issues, and problems influencing the industry will also be examined.

**MKTG 303 | FUNDAMENTALS OF MARKETING ALTERNATIVE****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course introduces students to the issues and matters undertaken by marketers. Students will learn the language of marketing and the basic elements of a marketing analysis. Students will be able to identify, define, and examine the process of developing the components of the marketing mix, and explain how marketing managers use these components to gain competitive advantage within a socially responsible and ethical environment. The course content is equivalent to MKTG 300, Fundamentals of Marketing. However, it does not satisfy any USD core curriculum requirements.

**MKTG 305 | GLOBAL MARKETING****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course provides an up-to-date overview of global marketing. The principles of marketing will be augmented by additional exposure to the opportunities and problems facing marketing managers in the changing global marketplace. Special attention will be given to the management of cultural differences in product development, distribution systems, pricing, and marketing communication. For international business minors only, BUSN 361 may substitute MKTG 300 as the prerequisite for this course.

**MKTG 306 | GLOBAL MARKETING ALTERNATIVE****Units: 3 Repeatability: No**

Prerequisites: MKTG 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course provides an up-to-date overview of global marketing. The principles of marketing will be augmented by additional exposure to the opportunities and problems facing marketing managers in the changing global marketplace. Special attention will be given to the management of cultural differences in product development, distribution systems, pricing, and marketing communication. The course content is equivalent to MKTG 305, Global Marketing. However, it does not satisfy any USD core curriculum requirements. For international business minors only, BUSN 361 may substitute MKTG 300 as the prerequisite for this course.

**MKTG 330 | PROFESSIONAL SELLING****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course examines the role of professional selling in a firm's promotion and marketing strategy, and presents the principles and methods of persuasive communication. Concepts from the behavioral sciences are explored to show their application in sales situations. Attention is focused on the development and demonstration of effective sales presentation techniques.

**MKTG 340 | SOCIAL MEDIA MARKETING****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course introduces the student to the complexities, challenges, and opportunities that social and new media create for marketers. The course covers topics including the role of social media in marketing, conducting a social media audit, creating and managing brand presences on social media, creating unpaid and paid social content, native advertising and influencers, and differences with online video. Students will work hands-on with relevant social media tools and analytics, with a dual focus on strategic understanding and tactical campaign development.



**MKTG 341 | DIGITAL MARKETING****Units: 3 Repeatability: No**

Prerequisites: MKTG 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ECON 101 with a minimum grade of C-

This course explores the Internet and digital domain in the context of business issues that concern marketers. The course extends beyond a narrow definition of e-marketing and expands it to a focus on digital strategy and implementation. There is a dual focus on both theory and application concerning the digital elements of marketing variables: online consumer behavior; search engine marketing; web development; content creation & email marketing; and analytics. A special focus is placed on hands-on, experiential learning.

**MKTG 350 | ADVERTISING AND PROMOTION****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course provides an understanding of communication theory, branding, strategic planning, creative tactics, and media planning within the integrated marketing communications (IMC) paradigm. The roles of advertising, direct marketing, digital and social media marketing, sales promotion, and public relations are examined. Students practice the skills necessary to plan, execute, and coordinate an IMC project or campaign.

**MKTG 351 | ADVERTISING CAMPAIGNS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

Advertising Campaigns involves the analysis of market behavior, trends, and consumer motivation, with an emphasis upon the creation of an advertising campaign. Students conduct marketing research within a selected target market, develop a strategic brand position, and develop a campaign to effectively convey their brand's position and value to the intended target audience. This course challenges students to push their creative capabilities while remaining within the parameters of sound marketing research and strategic objectives.

**MKTG 355 | PUBLIC RELATIONS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course provides an introduction to public relations as a component of marketing communications. The strategic aspects and tactical implementation of public relations are covered, including a review of public relations campaigns as well as crisis communication. Also examined are the effects of research, public opinion, ethics, and laws on public relations activities. Career opportunities with public relations firms are discussed.

**MKTG 410 | MARKETING RESEARCH****Units: 3 Repeatability: No**

Prerequisites: MKTG 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ECON 101 with a minimum grade of C-

This course emphasizes the relationship between marketing research and the business decision. A complete marketing research project is developed. Topics include: research methodology and the business function, problem formulation and the role of research, data collection, and analysis.

**MKTG 411 | MARKETING ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: MKTG 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ECON 101 with a minimum grade of C-

This course takes an applied, data-driven, approach to marketing decisions such as measuring the effectiveness of promotions, pricing strategy, and market segmentation. Students will study marketing problems and learn how different types of data and methodologies can be used to solve these problems. Students will learn both descriptive and predictive techniques to help make marketing decisions.

**MKTG 413 | MARKETING RESEARCH ALTERNATIVE****Units: 3 Repeatability: No**

Prerequisites: MKTG 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ECON 101 with a minimum grade of C-

This course emphasizes the relationship between marketing research and the business decision. A complete marketing research project is developed. Topics include: research methodology and the business function, problem formulation and the role of research, data collection, and analysis. The course content is equivalent to MKTG 410, Marketing Research. However, it does not satisfy any USD core curriculum requirements.

**MKTG 420 | CONSUMER BEHAVIOR****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course explores how consumers process information and make decisions. Influence factors, such as attitudes, learning, personality, culture, motivation, perception, and reference groups, on consumer decision making are examined. The emphasis is on understanding the decision-making process and its application to the development of sound marketing strategy.

**MKTG 435 | BUSINESS OF HEALTHCARE****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course is designed for students interested in a career in any of the sectors that comprise the healthcare value chain. Pharmaceutical, biotechnology, diagnostic and device manufacturers in addition to traditional hospitals form a significant part of the healthcare industry. Students with an interest in marketing, operations, finance, project management, law, and nursing will find this course of value because it offers opportunities to explore topics related to efficiency, equity, access and effectiveness of healthcare. Note: Non-business majors and economics majors may request a waiver of the prerequisites from the marketing department chair and instructor if the student has relevant experience or background.

**MKTG 440 | BRAND MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course outlines how brand management is a fundamental element of competitive strategy. It explores the principles that determine success or failure in managing a brand, and the decisions brand managers face managing their brands. The course offers a thorough perspective of brand management as a discipline and as a career.

**MKTG 480 | ADVANCED MARKETING PROJECT****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course offers the opportunity to implement the basic fundamentals of marketing through an experiential learning situation, simulation, case analysis, or combination of these. This course may involve interaction with business or other organizations in the execution of marketing strategy. This course may not be repeated for credit.

**MKTG 494 | SPECIAL TOPICS IN MARKETING****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: MKTG 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An in-depth analysis of selected topics in marketing. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**MKTG 495 | MARKETING STRATEGY****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This is the capstone course for marketing majors. Students examine the critical issues and variables in selecting a marketing strategy, with an emphasis on how to accomplish strategic analysis and planning. Topics include the comparison of business and marketing strategies, marketing situation analysis, designing marketing strategy, marketing program development, and marketing strategy management and implementation. Senior standing is required.

**MKTG 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of marketing under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor and department chair approvals.

**MKTG 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

**REAL 294 | SPECIAL TOPICS IN REAL ESTATE****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in real estate. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**REAL 320 | PRINCIPLES OF REAL ESTATE****Units: 3 Repeatability: No**

The study of the principles and practices surrounding real estate assets within the U.S. financial markets. Includes an investigation of urban economic forces on financing, investment, and valuation decisions, and legal effects on market efficiency. The ethical implications of real estate principles and practices will be emphasized. This course fulfills one of the requirements for both the Sales Agent and the Broker's License issued by the California Department of Real Estate. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**REAL 324 | REAL ESTATE MARKET ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course deals with the role, importance and the process of market analysis in real estate. The course is divided into two sections. The first section utilizes market analysis as a tool for decision makers to examine the economic environment of their potential real estate investment, the current market trends and future outlook for real estate. The second section examines how the feasibility of a real estate project is determined across different property types. The course uses the highest and best use analysis to determine any project's feasibility. All aspects of feasibility are discussed in detail including physical, legal and financial. The course focuses on using research methodologies to define the scope of analysis; identify data needs; collect information from various sources, including on-line resources; and interpret the results. Applications to different property types are discussed.

**REAL 325 | FINANCING RESIDENTIAL REAL ESTATE****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and FINA 300 and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

An overview course that explains with real-world examples how America's residential real estate finance markets operate and interact with one another. Provides an understanding of how technology is rapidly changing borrowers' ability to "shop" for mortgages and how lenders offer their products and services. Covers the entire array of mortgages available to consumers, where loans can be obtained, and what happens to loans after they are made. Places U.S. mortgage markets into a global context. The ethical dimensions of financing real estate will be brought to the forefront of classroom discussion.

**REAL 326 | COMMERCIAL RE FIN & INVESTMENT****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

An introduction to the core concepts, principles, analytical methods, and tools useful for making investment and financing decisions regarding commercial real estate. This course reviews the fundamental financial concepts that are critical to real estate decision making; compares and contrasts different types of commercial real estate; discusses the techniques that are commonly used to determine the value of a commercial property; and introduces the various ways to finance real estate development and/or purchases. It also describes the roles of traditional sources of commercial real estate capital, as well as the proliferation of newer financial products.

**REAL 327 | LEGAL ASPECTS OF REAL ESTATE****Units: 3 Repeatability: No**

The study of the historical, foundational, and fundamental legal principles involving both commercial and residential real estate. An exploration of issues, case studies, and current events in the area of real estate law and ethics in the real estate marketplace. Special emphasis is given to transactions, investments, and the development of real estate, as such relates to contracts, land use requirements, environmental concerns, and risk management matters. This course fulfills one of the requirements for the California Department of Real Estate Broker examination.

**REAL 328 | COMMERCIAL REAL ESTATE VALUATION****Units: 3 Repeatability: No**

Prerequisites: (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and FINA 300 and REAL 320 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An overview of real estate valuation techniques. The fundamentals of income capitalization, sales comparison and cost approaches to appraisal theory are discussed using practical examples. Through the use of commercial real estate software valuation tools (ARGUS Financial Analysis®), participants will gain the understanding of appraisal procedures used to analyze data and derive value estimates for every category of income-producing property. The importance of ethical judgment and industry standards will be emphasized along with the reconciliation process and preparation of the final appraisal report.

**REAL 329 | REAL ESTATE DEVELOPMENT****Units: 3 Repeatability: No**

Prerequisites: (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and FINA 300 and (REAL 320 or REAL 325 or REAL 326 or REAL 327) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course presents an overview of the real estate development process. Emphasis will be placed on how to evaluate and quantify risk, and how to assess it in light of the development opportunity. The course will help students develop the skills necessary for successful involvement in development at the entry, corporate and entrepreneurial level. Specific topics include land acquisition, due diligence, market analysis, the entitlement process, building design, construction, financing, leasing, management, and disposition. Cases will be used to reinforce and explain the various and often politically sensitive aspects of the real estate development process.

**REAL 494 | SPECIAL TOPICS IN REAL ESTATE****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An in-depth analysis of selected topics in real estate. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**REAL 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of real estate under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**REAL 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

## School of Leadership and Education Sciences

### Administration

Joi Spencer, PhD, INTERIM DEAN

Sarina Molina, EdD, ASSOCIATE DEAN

Linda N. Dews, MEd, ASSISTANT DEAN

Heather Herrera, PhD, ASSISTANT DEAN, Accreditation and Assessment

Vlad Bolsakov, MBA, ASSISTANT DEAN, Finance and Administration

TBD, DIRECTOR, Development

Corinna Lewis, BA, ASSISTANT DIRECTOR, Marketing and Communication

Amanda Gonzales, BBA, ASSISTANT DIRECTOR, Alumni Relations

Rachelle Martinez, MA, ASSISTANT DIRECTOR, Student Engagement

Lea Hubbard, PhD, CHAIR, Leadership Studies

Reyes Quezada, PhD, CHAIR, Learning and Teaching

Erika Nash Cameron, PhD, CHAIR, Counseling & Marital and Family Therapy

Captain Darrick Noah, USA, BA, Assistant Professor, Military Science

Captain Gerald Olin, USN, MS, MA, CHAIR, Naval Science

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

Wendell Callahan, PhD, EXECUTIVE DIRECTOR, Catholic Institute of Mental Health Ministry & DIRECTOR, Clinical Training, Counseling Program

Todd Edwards, PhD, DIRECTOR, Marital and Family Therapy Program

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

Joseph Lathan, PhD, DIRECTOR, Online Programs

Cheryl Getz, EdD, DIRECTOR, Leadership Minor

Emily Young, PhD, EXECUTIVE DIRECTOR, The Nonprofit Institute

Laura Deitrick, PhD, ASSOCIATE DIRECTOR, The Nonprofit Institute

Lisa Dawley, PhD, EXECUTIVE DIRECTOR, The Jacobs Institute for Innovation in Education

Monte Kalisch, MS, DIRECTOR, Technology Strategy & Development, The Jacobs Institute for Innovation in Education

Edward DeRoche, PhD, DIRECTOR, Character Education Resource Center

Jacqueline Kennedy, MA, DIRECTOR, Manchester Family Child Development Center

Lorri Sulpizio, PhD, EXECUTIVE DIRECTOR, Conscious Leadership Academy

Beth Garofalo, MEd, ACADEMIC PROGRAMS MANAGER, Leadership Studies

Sergio E. Rodriguez, MA, ACADEMIC PROGRAMS MANAGER, Learning and Teaching

Lily Vistica, MS, ACADEMIC PROGRAMS MANAGER, Counseling & Marital and Family Therapy

## Faculty

Viviana Alexandrowicz, PhD

Leslie Boozer, PhD

Sandy Buczynski, PhD

Wendell Callahan, PhD

Erika Nash Cameron, PhD

Laura Deitrick, PhD

Robert Donmoyer, PhD

Todd M. Edwards, PhD

Ana Estrada, PhD

James Fabionar, PhD

Fred Galloway, EdD

Ann F. Garland, PhD

Cheryl Getz, EdD

Nedeljko Golubovic, PhD

Zachary Green, PhD

Catherine Griffith, PhD

Kristopher Hall, PhD

C. Bobbi Hansen, EdD

Lea Hubbard, PhD

Rebekka Jez, EdD

Antonio Jiminez-Luque, PhD

Maya Kalyanpur, PhD

David Karp, PhD

Marcus Lam, PhD

Joseph Lathan, PhD

Florencia Lebensohn-Chiaivo, PhD

Ian Martin, EdD

Sarina Molina, EdD

Jo Ellen Patterson, PhD

Reyes Quezada, EdD

Nydia Sanchez, PhD

Hans Peter Schmitz, PhD

Joi A. Spencer, PhD

Suzanne Stolz, EdD

Sandra Tabet, PhD

Carrie Tremble, PhD

Lee Williams, PhD

## Military Science Faculty

Master Sergeant Christopher Brown, USA

Sergeant First Class Frank Marscelli, MA, USA (ret)

Captain Darrick M. Noah, BA, USA

Lieutenant Colonel Michelle Parlette, USA

Captain Michael Tshuma, USA

## Naval Science Faculty

Lieutenant Casey Arnold, BS, USN

Lieutenant Holly Berry, BS, USN

Lieutenant Morgan Hampel, MS, USN

Commander Jason Langham, MS, USMC

Captain Gerald Olin, MS, MA, USN, CHAIR

Lieutenant Eric Wooten, BS, USN

Captain Kenneth Vingua, BS, USMC

The School of Leadership and Education Sciences offers undergraduate coursework in three departments: Leadership Studies, Learning and Teaching and Counseling & Marital and Family Therapy. Our certificates, credentials, courses and minor fields lay a foundation for leadership roles in teaching, counseling, marital and family therapy and administration in school settings; as well as leaders in the public, nonprofit and military sectors.



Our programs have met the high standards established by the following accrediting bodies: Commission on Accreditation for Marriage and Family Therapy Education, Commission for Accreditation of Counseling & Related Education Programs, California Commission on Teacher Credentialing, Council for Exceptional Children and the Council for the Accreditation of Educator Preparation.

The School of Leadership and Education Sciences offers undergraduates the opportunity to enroll in the Combined BA/MEd Teacher Education Program (CTEP), Leadership Studies minor, Nonprofit Social Enterprise & Philanthropy minor, Naval Sciences minor, Military Science (Army ROTC) minor, Nonprofit Leadership and Management Certificate program and several special courses designed to meet the needs and interest of all undergraduates.

In addition, the School of Leadership and Education Sciences offers teaching credential programs in various professional areas at the elementary, secondary and special education levels. These programs are designed to meet the credential requirements of the State of California and to provide students a sequential curriculum that includes field experiences with class sizes that facilitate personal attention and instructor accessibility. Please contact the School of Leadership and Education Sciences' Credential Analyst for more information.

At the graduate level, the School of Leadership and Education Sciences offers a Master of Arts in Leadership Studies (MA), Master of Arts in Higher Education Leadership (MA), Master of Arts in Nonprofit Leadership and Management (MA), Master of Education (MEd), Master of Arts in Counseling (MA), Master of Arts in Marital and Family Therapy (MA), Doctorate in Leadership Studies (PhD), and a Doctorate in Education for Social Justice (PhD). Please refer to the current Graduate Course Catalog for more information regarding these programs.

## Vision Statement

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

## Mission Statement

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

## Centers and Institutes

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

## Reservation of the Right to Modify

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

## Dates And Deadlines

It is the student's responsibility to meet the deadlines published in this course catalog.

## Leadership Studies

### Chair

Lea Hubbard, PhD

### Faculty

Leslie Boozer, EdD

Master Sergeant Christopher Brown, USA

Laura Deitrick, PhD

Robert Donmoyer, PhD

Fred Galloway, EdD

Cheryl Getz, EdD

Zachary Green, PhD

David Karp, PhD

Antonio Jimenez Luque, PhD

Marcus Lam, PhD

Sergeant First Class Frank Marscelli, MA, USA (ret)

Lieutenant Colonel Michelle Parlette, USA

Nydia Sanchez, PhD

Hans Peter Schmitz, PhD

An acknowledged pioneer in the understanding of leadership dynamics, the Department of Leadership Studies addresses the demands of a changing world for new answers. Our award winning faculty is committed to personalizing the experience of each student to empower them to contribute in a more fulfilling manner regardless of their profession or position. The Leadership Studies Department offers the following undergraduate programs:

- Leadership Studies Minor
- Military Science Minor (<https://catalogs.sandiego.edu/undergraduate/academic-programs/rotc/>)
- Nonprofit Social Enterprise and Philanthropy Minor
  - option for Combined BA to MA program in Nonprofit Leadership and Management
- Nonprofit Leadership and Management Certificate Program

### LEAD 150 | EMERGING LEADERS

**Units: 3 Repeatability: No**

**Core Attributes: Domestic Diversity level 1**

This course is designed to acquaint students in their first two years at USD, with 21st-century models of leadership and expose them to the multiple opportunities for active participation in leadership and changemaking at USD. A wide range of foundational topics such as power and privilege will be discussed focusing on a critical awareness of the self in relation to others facilitated through challenging experiential group exercises, which explore social justice and map an initial leadership development path for campus and community engagement.

**LEAD 160 | PERSONAL LEADERSHIP, SELF-INQUIRY AND DISCOVERY****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1**

This course introduces students to the complexity of leadership by exploring classic and contemporary leadership theories with explicit connection to leadership practice and social justice issues. Students will learn about leadership concepts at individual, group, and systemic levels and learn how to apply a critical framework to current assumptions and understanding of leaders and leadership. Moreover, students will engage in critical self-inquiry to better understand themselves, and to help cultivate socially responsible leadership.

**LEAD 162 | OUTDOOR LEADERSHIP****Units: 3**

This course will examine how the application of leadership, judgment, and decision-making principles affect the quality of wilderness experiences and the safety of the group. It includes classroom, case-study, experiential, and reflective learning opportunities, and will demonstrate how to apply lessons learned in the outdoors to other leadership opportunities. (Fee required).

**LEAD 165 | PRESIDENT'S LEADERSHIP CLASS****Units: 3 Repeatability: No****Core Attributes: Oral communication competency****Non-Core Attributes: Experiential, Other**

Prerequisites: LEAD 150

This course acquaints first-year students to leadership theories that examines the nature of leadership within the context of self, others, and circumstances on a local and global scale. Students will engage with the USD president and guest speakers in meaningful dialogue to further explore their personal leadership and to practice leadership through various involvement opportunities at USD. Through readings, a personal growth project, class presentations, experiential exercises, journal reflections, and small group discussions, students will be challenged to continue to strengthen their leadership capacity toward influencing and affecting change at USD and the broader community.

**LEAD 179 | EXPERIMENTAL TOPICS IN LEADERSHIP STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course number is used by the Department of Leadership Studies in the School of Leadership and Education Sciences for experimental topics courses. The title for each 179 course will vary by topic and program. If more than one 179 course is offered during a single semester, section numbers will help identify each course.

**LEAD 185 | INTRODUCTION TO THE NONPROFIT SECTOR****Units: 1 Repeatability: No**

This course will introduce students to the nonprofit sector. By presenting the categories of nonprofit organizations, the course will help students explore how their personal values can be expressed and represented in the nonprofit world. Networking with alumni of the nonprofit program and other third sector professionals employed in a variety of different nonprofit organizations will serve to facilitate students' understanding and awareness of the sector. Students will interact with an array of individuals in diverse leadership roles. The course also presents the opportunity to consider the benefits of a national nonprofit credential and its role in their future career path.

**LEAD 349 | WOMEN IN LEADERSHIP****Units: 3**

This course looks at the impact of gender on leadership. The approach focuses on theoretical and practical viewpoints, including but not limited to feminist perspectives. This course emphasizes and creates space for the exercise of self-awareness, skill development, self-reflection, and social responsibility for women in leadership.

**LEAD 350 | LEADERSHIP AND GROUP DEVELOPMENT****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

This course provides opportunities for students to study and analyze the complexities of leadership and groups as it pertains to the intersectionality of identity. Drawing on leadership and group theories and models, the following topics will be examined with explicit connections to experiences within and outside of the classroom: group dynamics, roles, norms, authority, power, and collaboration. Through this course students will develop greater awareness of roles, behaviors, and social identities in themselves and in relation to others by developing an advanced critical lens to examine social issues concerning a number of current topics. Utilizing experiential methods (case-in-point), students will apply concepts directly to group processing. They will also learn how to be an effective group member and how to exercise leadership in groups.

**LEAD 351 | LEADERSHIP FOR CHANGE CAPSTONE****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: LEAD 160 with a minimum grade of C- and LEAD 350 with a minimum grade of C- or LEAD 357 with a minimum grade of C-

This capstone course is designed to integrate students' learning in the Leadership Minor with their experiences across a variety of contexts, knowledge, disciplines, and perspectives. Students will explore personal leadership philosophies, which synthesize, integrate, and apply Leadership concepts into student's Academic Major in interconnected and advance levels of self, group, and system. Each student will engage in individual and group reflection to increase integrative learning, critical awareness, and decrease blind spots. The Final Integration Core Project has an individual and group component, which build on scholarly inquiries and connections each student provides in their personal Leadership philosophy. Throughout the course students will continuously examine the group process to better understand and apply leadership concepts to practice.

**LEAD 352 | NONPROFIT LEADERSHIP AND MANAGEMENT****Units: 3 Repeatability: No****Non-Core Attributes: Community Engagement**

This project-based course is designed to provide knowledge and understanding of the leadership and administration of nonprofit organizations. Students will gain theoretical and practical knowledge of concepts including alliances, board development, burnout/motivation, employment law, ethics, fundraising, internet strategies, lobbying, marketing, mergers, programming, personnel practices, public speaking, public relations, risk management, strategic planning, time management, volunteerism, and youth development.

**LEAD 353 | PROFESSIONAL AND ETHICAL ISSUES AND THE PRACTICE OF LEADERSHIP****Units: 3**

This course explores ethical issues pertinent to organizations. Students gain greater awareness of philosophical, religious, and civic traditions of leadership in organizations. Topics include social responsibility, employee rights, employee participation in decision making, self-regulation, economic justice, honesty, and deception.

**LEAD 354 | LEADERSHIP AND DIVERSITY IN ORGANIZATIONS****Units: 3**

This course is designed to provide an overview of how issues of diversity impact organizations. Using the organization as a frame of reference, topics include oppression, racism, discrimination, structural factors in organizations, communication across cultures, cultural differences affecting organizations, and moral obligations connected with the role of a leader. Students will analyze the reciprocal nature of beliefs, values, attitudes, and behaviors with regard to various microcultures in organizations.

**LEAD 355S | NONPROFIT SEMINAR****Units: 1 Repeatability: No**

Prerequisites: LEAD 352

Students taking this course gain an appreciation for the role of leaders in nonprofit organizations. Topics include fundraising, nonprofit administration, financial management, financial management, human resources for volunteer and paid staff, marketing, and event planning. Students will have the opportunity to participate in applied service projects, participate in community-service learning, and meet with executives in the nonprofit field. Students will have the opportunity to connect leadership concepts to practice engaging in activities and discussions.

**LEAD 356S | NONPROFIT SEMINAR II****Units: 1**

This course is a continuation of LEAD 355S.

**LEAD 357 | LEADERSHIP AND THE PRACTICE OF PRESENCE****Units: 3**

This course is designed to offer students an opportunity to study the dynamics of leadership and authority in an experiential learning environment. Students develop the personal skills, awareness, and discipline necessary to exercise leadership effectively; and they are encouraged to expand their thinking beyond traditional notions of leadership. The weekend format provides a temporary organizational setting that duplicates to some extent the dynamics that occur regularly in organizations, connecting classroom learning to real world problems. Learning in this course encompasses the interconnected levels of self, others, and systems.

**LEAD 359 | MODELS OF PARTICIPATORY LEADERSHIP****Units: 3**

This course is an opportunity for participants to be exposed to the Mondragon Cooperative Corporation (MCC). MCC is in Mondragon, Spain, and is a unique organizational model of superior economic success coupled with participatory leadership, management, ownership, and decision making. Participants will review the sales, financial, and growth figures, and will become acquainted with MCC's unique educational, training, financial, and human resources systems, as well as with the institutionalized core values that support MCC. These values are based on an ongoing balance between organization and personal needs, continuous solidarity with each other and the community, and economic and social justice. This class is currently being held during the summer only.

**LEAD 360 | GLOBAL LEADERSHIP: EXPERIENTIAL STUDY OF CULTURE & LEADERSHIP****Units: 3**

Prerequisites: LEAD 160

Global Leadership is a course designed to provide an experiential classroom experience to examine the impact of culture on leaders and followers at the national, group, and organizational levels. It provides an examination of relevant theories and applies them to help students develop a cultural mindset that is essential to effective leadership in today's global and interconnected world. Additionally, this is a collaborative course that will examine what constitutes "effective" leadership across cultures. It will be collaborative as the students are expected to provide some of the content. Through the experiences in and out of the classroom, students will focus on deeply understanding culture and contexts influence on leadership, engage in reflection, and develop their global leadership capacities.

**LEAD 365 | PROFESSIONAL ENGAGEMENT****Units: 1**

This course combines student learning about leadership with an opportunity to engage in a professional conference setting. With prior approval from the instructor, each student will choose a conference context in which to engage. This engagement can include, but is not limited to, an active involvement in the undergraduate Case Study Team for the International Leadership Association, a conference presentation at the National Collegiate Leadership Conference, or another approved experience. Through this experience students will explore self in relation to others, experience a context in which they apply leadership concepts, experience a professional setting in which to improve networking and presentation skills, and develop a sense of social responsibility to lead within the professional community.

**LEAD 366 | COMMUNITY ENGAGEMENT****Units: 1**

This course combines student learning about leadership with a semester-long community engagement opportunity. With prior approval from the instructor, each student will choose a context in which to engage the larger community. This engagement can include an active involvement in a campus or community organization, a service learning project, an international experience, participation in a professional or leadership conference, participation in a mentoring relationship, or other approved experience. Through this experience students will explore self in relation to others, experience a context in which they apply leadership concepts, and develop a sense of social responsibility to lead and serve others within the community.

**LEAD 372 | LEADERSHIP AND SPIRITUALITY****Units: 3**

Prerequisites: LEAD 160 with a minimum grade of D

This course focuses on leadership as a spiritual activity, reclaiming the notion that authentic leadership comes from within, inspired by our unique passions and talents, and guided by our deepest beliefs and most cherished values. We will consider the spiritual roots of authentic leadership through exploration of an individual's own experience of leadership and spirituality. Much of the course is informed by research and readings from the fields of leadership studies, spirituality, psychology, sociology, and theology.

**LEAD 373 | LESSONS IN LEADERSHIP: THE AMERICAN PRESIDENCY****Units: 3**

This course provides opportunities for students to study and analyze the complexity of leadership by examining the lives and actions of selected U.S. presidents. Students will exam, critique, and report on matters of presidential leadership as noted by historians, journalists, leadership experts, and the presidents themselves. The overall purpose of the course is to abstract "lessons in leaders," if any, and to test the proposition that U.S. presidents should be "leaders of character."

**LEAD 379 | EXPERIMENTAL TOPICS IN LEADERSHIP STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course number is used by the Department of Leadership Studies in the School of Leadership and Education Sciences for experimental topics courses. The title for each 379 course will vary by topic and program. If more than one 379 course is offered during a single semester, section numbers will help identify each course.

**LEAD 387P | STUDENT LEADERSHIP PRACTICAL EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

The Student Leadership Practical Experience is a course designed to provide a structured classroom experience to accompany a practical leadership experience on campus. Through the practical experience and classroom experience, students will focus on applying leadership concepts to practice, engage in reflection, and develop their leadership capacities. Practical experience placement must be pre-approved.

### **LEAD 388 | LEADERSHIP INTERNSHIP AND SKILL DEVELOPMENT I** **Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: LEAD 160 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C-

Students taking this internship course develop their leadership skills by serving in a position of influence in an off-campus community organization. The internship connects leadership concepts, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. Internship placement must be pre-approved.

### **LEAD 389 | LEADERSHIP INTERNSHIP AND SKILL DEVELOPMENT II** **Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: LEAD 160 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C-

Students taking this internship course develop their leadership skills by serving in a position of influence in an off-campus community organization. The internship connects leadership concepts, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. Internship placement must be pre-approved.

### **LEAD 399 | INDEPENDENT STUDY (1-3)**

**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 415 | SOCIAL ENTERPRISE AND INNOVATION**

**Units: 3 Repeatability: No**

Prerequisites: LEAD 352

Students will acquire a basic understanding of social enterprise and innovation (SE/I) in both theory and practice. Such strategies seek to address intractable social problems by developing specific entrepreneurial approaches designed for a nonprofit, for-profit, or hybrid setting (e.g., Benefit corporation, Low-profit limited liability company, L3C). Students will become familiar with successful SE/I ventures, critically analyze and evaluate such approaches, and develop their own SE/I strategies. Students will create their own social venture, including the development of a viable business plan, financing, scale-up, and consideration of how to measure outcomes and impact.

### **LEAD 419 | UNDERSTANDING BI-NATIONAL NONPROFITS IN THE U.S.-MEXICO BORDER REGION**

**Units: 2 Repeatability: No**

Prerequisites: LEAD 352

A growing number of nonprofits are being called upon to address emerging trans-boundary issues in the areas of education, community development, health & human services and the environment. This course contributes to students' understanding of how nonprofits operate in an international setting as well as along and across borders. The proximity to the Mexican border provides a unique opportunity to expose and prepare students for how to work more effectively in an increasingly cross-border environment. Students will work with a pre-approved bi-national or migrant serving nonprofits to analyze the particular nature of that organization and the challenges it faces or write a term paper on a cross-border issue impacting the region which either currently engages the nonprofit sector or has the potential to do so. Students must have enrolled LEAD 352: Nonprofit Leadership. In addition, each student must have a valid passport prior to enrolling in this course and be willing to travel to Mexico.

### **LEAD 420 | VOLUNTEER ENGAGEMENT**

**Units: 1 Repeatability: No**

Prerequisites: LEAD 352

This course is designed to enhance students' understanding and practice of effective volunteer engagement in community-based organizations. It uses an organizational development approach that connects research with practice and provides students with tools and strategies to better engage volunteers.

### **LEAD 485 | ADVANCED NONPROFIT LEADERSHIP AND MANAGEMENT**

**Units: 3**

Prerequisites: LEAD 352

The purpose of this course is to explore advanced topics in nonprofit administration nationally and internationally. The course will cover: nonprofit law and legal issues, nonprofit governance, boards, and committees; strategic planning and partnerships; membership management; lobbying & advocacy and public policy processes; community outreach; and technology's impact on nonprofit administration. Prerequisite: LEAD352:Nonprofit Leadership and Management.

### **LEAD 499 | INDEPENDENT STUDY**

**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

## **Leadership Studies Minor**

The Leadership Studies minor offers undergraduate students in any major the opportunity to learn and develop leadership abilities in their personal and professional lives. Studies include: an understanding of how organizations function; how to impact change in organizations and in society in general; and the nature and purpose of leadership in transforming people, organizations and society. Leadership Studies minor students learn about group dynamics and study the ethical dimensions of leadership. Students articulate their own philosophy of leadership that will guide them in their future careers and throughout life.

Leadership Studies minor students take a capstone course that will guide them in affecting change as they venture onto new careers. Practical experience is available to provide students the opportunity to develop their leadership skills further. The minor offers a wide variety of elective choices, and flexibility to adapt coursework to fit within students personal, academic and professional goals.

Many courses in the minor can be taken to complete USD core competencies. For example:



**Oral Communication:**

- LEAD 165 - President's Leadership Class

**Diversity, Inclusion and Social Justice: Domestic Diversity Level 1**

- LEAD 150 - Emerging Leaders
- LEAD 160 - Personal Leadership, Self-Inquiry & Discovery

**Diversity, Inclusion and Social Justice: Domestic Diversity Level 2**

- LEAD 350 - Leadership and Group Development

**Integration - Advanced Integration**

- LEAD 351 - Leadership for Change Capstone

Code	Title	Units
LEAD 160	Personal Leadership, Self-inquiry and Discovery	3
LEAD 350	Leadership and Group Development	3
or LEAD 357	Leadership and the Practice of Presence	
LEAD 351	Leadership for Change Capstone	3
Select nine units of electives from the following:		9
LEAD 150	Emerging Leaders	
LEAD 162	Outdoor Leadership	
LEAD 165	President's Leadership Class	
LEAD 349	Women in Leadership	
LEAD 352	Nonprofit Leadership and Management	
LEAD 353	Professional and Ethical Issues and the Practice of Leadership	
LEAD 354	Leadership and Diversity in Organizations	
LEAD 357	Leadership and the Practice of Presence	
LEAD 359	Models of Participatory Leadership	
LEAD 360	Global Leadership: Experiential Study of Culture & Leadership	
LEAD 365	Professional Engagement	
LEAD 366	Community Engagement	
LEAD 372	Leadership and Spirituality	
LEAD 373	Lessons in Leadership: The American Presidency	
LEAD 387P	Student Leadership Practical Experience	
LEAD 388	Leadership Internship and Skill Development I	
LEAD 389	Leadership Internship and Skill Development II	
<b>Total Units</b>		<b>18</b>

Additional elective courses may be added and used as course substitutions. Must be approved by Program Director.

## Nonprofit Social Enterprise and Philanthropy Minor

The minor in Nonprofit Social Enterprise and Philanthropy provides students with a fundamental understanding of this major sector, locally, nationally and globally. The program allows for critical reflection on changes occurring in this economically important sector and studies its philanthropic environment. The coursework in this program is project-based and experiential, giving students a hands-on opportunity to develop basic professional skills that can support them in their future careers. Upon completion of the minor, students are eligible to obtain a national nonprofit credential through the Nonprofit Leadership Alliance. The Nonprofit Leadership Alliance is a nationally recognized organization that

includes many professional benefits for graduates including access to employers, assistance with internship and job placement, professional development, and considerable networking.

The program is available to undergraduate students in any major. Students have the option of completing the minor in conjunction with any USD degree program.

## Nonprofit Social Enterprise and Philanthropy Minor (18 units)

Code	Title	Units
LEAD 352	Nonprofit Leadership and Management	3
LEAD 388	Leadership Internship and Skill Development I <sup>1</sup>	3
LEAD 389	Leadership Internship and Skill Development II <sup>2</sup>	3
LEAD 415	Social Enterprise and Innovation	3
LEAD 485	Advanced Nonprofit Leadership and Management	3
Select three units of electives from the following:		3
LEAD 160	Personal Leadership, Self-inquiry and Discovery	
LEAD 185	Introduction to the Nonprofit Sector	
LEAD 355S	Nonprofit Seminar	
LEAD 420	Volunteer Engagement	
LEAD 419	Understanding Bi-National Nonprofits in the U.S.-Mexico Border Region	
<b>Total Units</b>		<b>18</b>

<sup>1</sup> LEAD 387P – Student Leadership: Practical Experience may be substituted for LEAD 388

<sup>2</sup> BUS 498 – Business Internship may be substituted for LEAD 389

**LEAD 150 | EMERGING LEADERS**

**Units: 3 Repeatability: No**

**Core Attributes: Domestic Diversity level 1**

This course is designed to acquaint students in their first two years at USD, with 21st-century models of leadership and expose them to the multiple opportunities for active participation in leadership and changemaking at USD. A wide range of foundational topics such as power and privilege will be discussed focusing on a critical awareness of the self in relation to others facilitated through challenging experiential group exercises, which explore social justice and map an initial leadership development path for campus and community engagement.

**LEAD 160 | PERSONAL LEADERSHIP, SELF-INQUIRY AND DISCOVERY**

**Units: 3 Repeatability: No**

**Core Attributes: Domestic Diversity level 1**

This course introduces students to the complexity of leadership by exploring classic and contemporary leadership theories with explicit connection to leadership practice and social justice issues. Students will learn about leadership concepts at individual, group, and systemic levels and learn how to apply a critical framework to current assumptions and understanding of leaders and leadership. Moreover, students will engage in critical self-inquiry to better understand themselves, and to help cultivate socially responsible leadership.

**LEAD 162 | OUTDOOR LEADERSHIP**

**Units: 3**

This course will examine how the application of leadership, judgment, and decision-making principles affect the quality of wilderness experiences and the safety of the group. It includes classroom, case-study, experiential, and reflective learning opportunities, and will demonstrate how to apply lessons learned in the outdoors to other leadership opportunities. (Fee required).

**LEAD 165 | PRESIDENT'S LEADERSHIP CLASS****Units: 3 Repeatability: No****Core Attributes: Oral communication competency****Non-Core Attributes: Experiential, Other****Prerequisites:** LEAD 150

This course acquaints first-year students to leadership theories that examines the nature of leadership within the context of self, others, and circumstances on a local and global scale. Students will engage with the USD president and guest speakers in meaningful dialogue to further explore their personal leadership and to practice leadership through various involvement opportunities at USD. Through readings, a personal growth project, class presentations, experiential exercises, journal reflections, and small group discussions, students will be challenged to continue to strengthen their leadership capacity toward influencing and affecting change at USD and the broader community.

**LEAD 179 | EXPERIMENTAL TOPICS IN LEADERSHIP STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course number is used by the Department of Leadership Studies in the School of Leadership and Education Sciences for experimental topics courses.

The title for each 179 course will vary by topic and program. If more than one 179 course is offered during a single semester, section numbers will help identify each course.

**LEAD 185 | INTRODUCTION TO THE NONPROFIT SECTOR****Units: 1 Repeatability: No**

This course will introduce students to the nonprofit sector. By presenting the categories of nonprofit organizations, the course will help students explore how their personal values can be expressed and represented in the nonprofit world. Networking with alumni of the nonprofit program and other third sector professionals employed in a variety of different nonprofit organizations will serve to facilitate students' understanding and awareness of the sector. Students will interact with an array of individuals in diverse leadership roles. The course also presents the opportunity to consider the benefits of a national nonprofit credential and its role in their future career path.

**LEAD 349 | WOMEN IN LEADERSHIP****Units: 3**

This course looks at the impact of gender on leadership. The approach focuses on theoretical and practical viewpoints, including but not limited to feminist perspectives. This course emphasizes and creates space for the exercise of self-awareness, skill development, self-reflection, and social responsibility for women in leadership.

**LEAD 350 | LEADERSHIP AND GROUP DEVELOPMENT****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

This course provides opportunities for students to study and analyze the complexities of leadership and groups as it pertains to the intersectionality of identity. Drawing on leadership and group theories and models, the following topics will be examined with explicit connections to experiences within and outside of the classroom: group dynamics, roles, norms, authority, power, and collaboration. Through this course students will develop greater awareness of roles, behaviors, and social identities in themselves and in relation to others by developing an advanced critical lens to examine social issues concerning a number of current topics. Utilizing experiential methods (case-in-point), students will apply concepts directly to group processing. They will also learn how to be an effective group member and how to exercise leadership in groups.

**LEAD 351 | LEADERSHIP FOR CHANGE CAPSTONE****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

**Prerequisites:** LEAD 160 with a minimum grade of C- and LEAD 350 with a minimum grade of C- or LEAD 357 with a minimum grade of C-

This capstone course is designed to integrate students' learning in the Leadership Minor with their experiences across a variety of contexts, knowledge, disciplines, and perspectives. Students will explore personal leadership philosophies, which synthesize, integrate, and apply Leadership concepts into student's Academic Major in interconnected and advance levels of self, group, and system. Each student will engage in individual and group reflection to increase integrative learning, critical awareness, and decrease blind spots. The Final Integration Core Project has an individual and group component, which build on scholarly inquiries and connections each student provides in their personal Leadership philosophy. Throughout the course students will continuously examine the group process to better understand and apply leadership concepts to practice.

**LEAD 352 | NONPROFIT LEADERSHIP AND MANAGEMENT****Units: 3 Repeatability: No****Non-Core Attributes: Community Engagement**

This project-based course is designed to provide knowledge and understanding of the leadership and administration of nonprofit organizations. Students will gain theoretical and practical knowledge of concepts including alliances, board development, burnout/motivation, employment law, ethics, fundraising, internet strategies, lobbying, marketing, mergers, programming, personnel practices, public speaking, public relations, risk management, strategic planning, time management, volunteerism, and youth development.

**LEAD 353 | PROFESSIONAL AND ETHICAL ISSUES AND THE PRACTICE OF LEADERSHIP****Units: 3**

This course explores ethical issues pertinent to organizations. Students gain greater awareness of philosophical, religious, and civic traditions of leadership in organizations. Topics include social responsibility, employee rights, employee participation in decision making, self-regulation, economic justice, honesty, and deception.

**LEAD 354 | LEADERSHIP AND DIVERSITY IN ORGANIZATIONS****Units: 3**

This course is designed to provide an overview of how issues of diversity impact organizations. Using the organization as a frame of reference, topics include oppression, racism, discrimination, structural factors in organizations, communication across cultures, cultural differences affecting organizations, and moral obligations connected with the role of a leader. Students will analyze the reciprocal nature of beliefs, values, attitudes, and behaviors with regard to various microcultures in organizations.

**LEAD 355S | NONPROFIT SEMINAR****Units: 1 Repeatability: No****Prerequisites:** LEAD 352

Students taking this course gain an appreciation for the role of leaders in nonprofit organizations. Topics include fundraising, nonprofit administration, financial management, financial management, human resources for volunteer and paid staff, marketing, and event planning. Students will have the opportunity to participate in applied service projects, participate in community-service learning, and meet with executives in the nonprofit field. Students will have the opportunity to connect leadership concepts to practice engaging in activities and discussions.

**LEAD 356S | NONPROFIT SEMINAR II****Units: 1**

This course is a continuation of LEAD 355S.

**LEAD 357 | LEADERSHIP AND THE PRACTICE OF PRESENCE****Units: 3**

This course is designed to offer students an opportunity to study the dynamics of leadership and authority in an experiential learning environment. Students develop the personal skills, awareness, and discipline necessary to exercise leadership effectively; and they are encouraged to expand their thinking beyond traditional notions of leadership. The weekend format provides a temporary organizational setting that duplicates to some extent the dynamics that occur regularly in organizations, connecting classroom learning to real world problems. Learning in this course encompasses the interconnected levels of self, others, and systems.

**LEAD 359 | MODELS OF PARTICIPATORY LEADERSHIP****Units: 3**

This course is an opportunity for participants to be exposed to the Mondragon Cooperative Corporation (MCC). MCC is in Mondragon, Spain, and is a unique organizational model of superior economic success coupled with participatory leadership, management, ownership, and decision making. Participants will review the sales, financial, and growth figures, and will become acquainted with MCC's unique educational, training, financial, and human resources systems, as well as with the institutionalized core values that support MCC. These values are based on an ongoing balance between organization and personal needs, continuous solidarity with each other and the community, and economic and social justice. This class is currently being held during the summer only.

**LEAD 360 | GLOBAL LEADERSHIP: EXPERIENTIAL STUDY OF CULTURE & LEADERSHIP****Units: 3**

Prerequisites: LEAD 160

Global Leadership is a course designed to provide an experiential classroom experience to examine the impact of culture on leaders and followers at the national, group, and organizational levels. It provides an examination of relevant theories and applies them to help students develop a cultural mindset that is essential to effective leadership in today's global and interconnected world. Additionally, this is a collaborative course that will examine what constitutes "effective" leadership across cultures. It will be collaborative as the students are expected to provide some of the content. Through the experiences in and out of the classroom, students will focus on deeply understanding culture and contexts influence on leadership, engage in reflection, and develop their global leadership capacities.

**LEAD 365 | PROFESSIONAL ENGAGEMENT****Units: 1**

This course combines student learning about leadership with an opportunity to engage in a professional conference setting. With prior approval from the instructor, each student will choose a conference context in which to engage. This engagement can include, but is not limited to, an active involvement in the undergraduate Case Study Team for the International Leadership Association, a conference presentation at the National Collegiate Leadership Conference, or another approved experience. Through this experience students will explore self in relation to others, experience a context in which they apply leadership concepts, experience a professional setting in which to improve networking and presentation skills, and develop a sense of social responsibility to lead within the professional community.

**LEAD 366 | COMMUNITY ENGAGEMENT****Units: 1**

This course combines student learning about leadership with a semester-long community engagement opportunity. With prior approval from the instructor, each student will choose a context in which to engage the larger community. This engagement can include an active involvement in a campus or community organization, a service learning project, an international experience, participation in a professional or leadership conference, participation in a mentoring relationship, or other approved experience. Through this experience students will explore self in relation to others, experience a context in which they apply leadership concepts, and develop a sense of social responsibility to lead and serve others within the community.

**LEAD 372 | LEADERSHIP AND SPIRITUALITY****Units: 3**

Prerequisites: LEAD 160 with a minimum grade of D

This course focuses on leadership as a spiritual activity, reclaiming the notion that authentic leadership comes from within, inspired by our unique passions and talents, and guided by our deepest beliefs and most cherished values. We will consider the spiritual roots of authentic leadership through exploration of an individual's own experience of leadership and spirituality. Much of the course is informed by research and readings from the fields of leadership studies, spirituality, psychology, sociology, and theology.

**LEAD 373 | LESSONS IN LEADERSHIP: THE AMERICAN PRESIDENCY****Units: 3**

This course provides opportunities for students to study and analyze the complexity of leadership by examining the lives and actions of selected U.S. presidents. Students will exam, critique, and report on matters of presidential leadership as noted by historians, journalists, leadership experts, and the presidents themselves. The overall purpose of the course is to abstract "lessons in leaders," if any, and to test the proposition that U.S. presidents should be "leaders of character."

**LEAD 379 | EXPERIMENTAL TOPICS IN LEADERSHIP STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course number is used by the Department of Leadership Studies in the School of Leadership and Education Sciences for experimental topics courses. The title for each 379 course will vary by topic and program. If more than one 379 course is offered during a single semester, section numbers will help identify each course.

**LEAD 387P | STUDENT LEADERSHIP PRACTICAL EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

The Student Leadership Practical Experience is a course designed to provide a structured classroom experience to accompany a practical leadership experience on campus. Through the practical experience and classroom experience, students will focus on applying leadership concepts to practice, engage in reflection, and develop their leadership capacities. Practical experience placement must be pre-approved.

### **LEAD 388 | LEADERSHIP INTERNSHIP AND SKILL DEVELOPMENT I** **Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: LEAD 160 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C-

Students taking this internship course develop their leadership skills by serving in a position of influence in an off-campus community organization. The internship connects leadership concepts, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. Internship placement must be pre-approved.

### **LEAD 389 | LEADERSHIP INTERNSHIP AND SKILL DEVELOPMENT II** **Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: LEAD 160 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C-

Students taking this internship course develop their leadership skills by serving in a position of influence in an off-campus community organization. The internship connects leadership concepts, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. Internship placement must be pre-approved.

### **LEAD 399 | INDEPENDENT STUDY (1-3)**

**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 415 | SOCIAL ENTERPRISE AND INNOVATION**

**Units: 3 Repeatability: No**

Prerequisites: LEAD 352

Students will acquire a basic understanding of social enterprise and innovation (SE/I) in both theory and practice. Such strategies seek to address intractable social problems by developing specific entrepreneurial approaches designed for a nonprofit, for-profit, or hybrid setting (e.g., Benefit corporation, Low-profit limited liability company, L3C). Students will become familiar with successful SE/I ventures, critically analyze and evaluate such approaches, and develop their own SE/I strategies. Students will create their own social venture, including the development of a viable business plan, financing, scale-up, and consideration of how to measure outcomes and impact.

### **LEAD 419 | UNDERSTANDING BI-NATIONAL NONPROFITS IN THE U.S.-MEXICO BORDER REGION**

**Units: 2 Repeatability: No**

Prerequisites: LEAD 352

A growing number of nonprofits are being called upon to address emerging trans-boundary issues in the areas of education, community development, health & human services and the environment. This course contributes to students' understanding of how nonprofits operate in an international setting as well as along and across borders. The proximity to the Mexican border provides a unique opportunity to expose and prepare students for how to work more effectively in an increasingly cross-border environment. Students will work with a pre-approved bi-national or migrant serving nonprofits to analyze the particular nature of that organization and the challenges it faces or write a term paper on a cross-border issue impacting the region which either currently engages the nonprofit sector or has the potential to do so. Students must have enrolled LEAD 352: Nonprofit Leadership. In addition, each student must have a valid passport prior to enrolling in this course and be willing to travel to Mexico.

### **LEAD 420 | VOLUNTEER ENGAGEMENT**

**Units: 1 Repeatability: No**

Prerequisites: LEAD 352

This course is designed to enhance students' understanding and practice of effective volunteer engagement in community-based organizations. It uses an organizational development approach that connects research with practice and provides students with tools and strategies to better engage volunteers.

### **LEAD 485 | ADVANCED NONPROFIT LEADERSHIP AND MANAGEMENT**

**Units: 3**

Prerequisites: LEAD 352

The purpose of this course is to explore advanced topics in nonprofit administration nationally and internationally. The course will cover: nonprofit law and legal issues, nonprofit governance, boards, and committees; strategic planning and partnerships; membership management; lobbying & advocacy and public policy processes; community outreach; and technology's impact on nonprofit administration. Prerequisite: LEAD352:Nonprofit Leadership and Management.

### **LEAD 499 | INDEPENDENT STUDY**

**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

## **Nonprofit Leadership and Management Certificate Program**

The Nonprofit Leadership and Management Certificate program is an innovative course of study that develops and certifies students to become skilled professionals and leaders in the nonprofit sector. The coursework in the program is project-based and experiential, designed to prepare students to work in the nonprofit sector. Students study issues critical to the sector, develop leadership competencies, complete internships and attend a four day professional nonprofit leadership and management conference. Upon completion of the certificate program, students are eligible to obtain a national credential from the Nonprofit Leadership Alliance. The Nonprofit Leadership Alliance is a national organization that includes many professional benefits for graduates including access to employers, assistance with internship and job placement, professional development and considerable networking opportunities.



The program is available to undergraduate students in any major. Students have the option of completing the certificate in conjunction with any USD degree program or completion of a 20-unit program to obtain the Nonprofit Leadership and Management Certificate and the Leadership Studies minor.

## Nonprofit Leadership and Management Certificate

Code	Title	Units
LEAD 352	Nonprofit Leadership and Management	3
LEAD 387P or LEAD 388	Student Leadership Practical Experience Leadership Internship and Skill Development I	3
LEAD 389	Leadership Internship and Skill Development II <sup>1</sup>	3
Select three units of electives from the following:		3
LEAD 185	Introduction to the Nonprofit Sector	
LEAD 355S	Nonprofit Seminar	
LEAD 415	Social Enterprise and Innovation	
LEAD 419	Understanding Bi-National Nonprofits in the U.S.-Mexico Border Region	
LEAD 420	Volunteer Engagement	
LEAD 485	Advanced Nonprofit Leadership and Management	
<b>Total Units</b>		<b>12</b>

<sup>1</sup> BUSN 498 Business Internship may be substituted for LEAD 389.

### LEAD 150 | EMERGING LEADERS

**Units: 3 Repeatability: No**

**Core Attributes: Domestic Diversity level 1**

This course is designed to acquaint students in their first two years at USD, with 21st-century models of leadership and expose them to the multiple opportunities for active participation in leadership and changemaking at USD. A wide range of foundational topics such as power and privilege will be discussed focusing on a critical awareness of the self in relation to others facilitated through challenging experiential group exercises, which explore social justice and map an initial leadership development path for campus and community engagement.

### LEAD 160 | PERSONAL LEADERSHIP, SELF-INQUIRY AND DISCOVERY

**Units: 3 Repeatability: No**

**Core Attributes: Domestic Diversity level 1**

This course introduces students to the complexity of leadership by exploring classic and contemporary leadership theories with explicit connection to leadership practice and social justice issues. Students will learn about leadership concepts at individual, group, and systemic levels and learn how to apply a critical framework to current assumptions and understanding of leaders and leadership. Moreover, students will engage in critical self-inquiry to better understand themselves, and to help cultivate socially responsible leadership.

### LEAD 162 | OUTDOOR LEADERSHIP

**Units: 3**

This course will examine how the application of leadership, judgment, and decision-making principles affect the quality of wilderness experiences and the safety of the group. It includes classroom, case-study, experiential, and reflective learning opportunities, and will demonstrate how to apply lessons learned in the outdoors to other leadership opportunities. (Fee required).

### LEAD 165 | PRESIDENT'S LEADERSHIP CLASS

**Units: 3 Repeatability: No**

**Core Attributes: Oral communication competency**

**Non-Core Attributes: Experiential, Other**

Prerequisites: LEAD 150

This course acquaints first-year students to leadership theories that examines the nature of leadership within the context of self, others, and circumstances on a local and global scale. Students will engage with the USD president and guest speakers in meaningful dialogue to further explore their personal leadership and to practice leadership through various involvement opportunities at USD. Through readings, a personal growth project, class presentations, experiential exercises, journal reflections, and small group discussions, students will be challenged to continue to strengthen their leadership capacity toward influencing and affecting change at USD and the broader community.

### LEAD 179 | EXPERIMENTAL TOPICS IN LEADERSHIP STUDIES

**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course number is used by the Department of Leadership Studies in the School of Leadership and Education Sciences for experimental topics courses. The title for each 179 course will vary by topic and program. If more than one 179 course is offered during a single semester, section numbers will help identify each course.

### LEAD 185 | INTRODUCTION TO THE NONPROFIT SECTOR

**Units: 1 Repeatability: No**

This course will introduce students to the nonprofit sector. By presenting the categories of nonprofit organizations, the course will help students explore how their personal values can be expressed and represented in the nonprofit world. Networking with alumni of the nonprofit program and other third sector professionals employed in a variety of different nonprofit organizations will serve to facilitate students' understanding and awareness of the sector. Students will interact with an array of individuals in diverse leadership roles. The course also presents the opportunity to consider the benefits of a national nonprofit credential and its role in their future career path.

### LEAD 349 | WOMEN IN LEADERSHIP

**Units: 3**

This course looks at the impact of gender on leadership. The approach focuses on theoretical and practical viewpoints, including but not limited to feminist perspectives. This course emphasizes and creates space for the exercise of self-awareness, skill development, self-reflection, and social responsibility for women in leadership.

### LEAD 350 | LEADERSHIP AND GROUP DEVELOPMENT

**Units: 3 Repeatability: No**

**Core Attributes: Domestic Diversity level 2**

This course provides opportunities for students to study and analyze the complexities of leadership and groups as it pertains to the intersectionality of identity. Drawing on leadership and group theories and models, the following topics will be examined with explicit connections to experiences within and outside of the classroom: group dynamics, roles, norms, authority, power, and collaboration. Through this course students will develop greater awareness of roles, behaviors, and social identities in themselves and in relation to others by developing an advanced critical lens to examine social issues concerning a number of current topics. Utilizing experiential methods (case-in-point), students will apply concepts directly to group processing. They will also learn how to be an effective group member and how to exercise leadership in groups.

**LEAD 351 | LEADERSHIP FOR CHANGE CAPSTONE****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: LEAD 160 with a minimum grade of C- and LEAD 350 with a minimum grade of C- or LEAD 357 with a minimum grade of C-

This capstone course is designed to integrate students' learning in the Leadership Minor with their experiences across a variety of contexts, knowledge, disciplines, and perspectives. Students will explore personal leadership philosophies, which synthesize, integrate, and apply Leadership concepts into student's Academic Major in interconnected and advance levels of self, group, and system. Each student will engage in individual and group reflection to increase integrative learning, critical awareness, and decrease blind spots. The Final Integration Core Project has an individual and group component, which build on scholarly inquiries and connections each student provides in their personal Leadership philosophy. Throughout the course students will continuously examine the group process to better understand and apply leadership concepts to practice.

**LEAD 352 | NONPROFIT LEADERSHIP AND MANAGEMENT****Units: 3 Repeatability: No****Non-Core Attributes: Community Engagement**

This project-based course is designed to provide knowledge and understanding of the leadership and administration of nonprofit organizations. Students will gain theoretical and practical knowledge of concepts including alliances, board development, burnout/motivation, employment law, ethics, fundraising, internet strategies, lobbying, marketing, mergers, programming, personnel practices, public speaking, public relations, risk management, strategic planning, time management, volunteerism, and youth development.

**LEAD 353 | PROFESSIONAL AND ETHICAL ISSUES AND THE PRACTICE OF LEADERSHIP****Units: 3**

This course explores ethical issues pertinent to organizations. Students gain greater awareness of philosophical, religious, and civic traditions of leadership in organizations. Topics include social responsibility, employee rights, employee participation in decision making, self-regulation, economic justice, honesty, and deception.

**LEAD 354 | LEADERSHIP AND DIVERSITY IN ORGANIZATIONS****Units: 3**

This course is designed to provide an overview of how issues of diversity impact organizations. Using the organization as a frame of reference, topics include oppression, racism, discrimination, structural factors in organizations, communication across cultures, cultural differences affecting organizations, and moral obligations connected with the role of a leader. Students will analyze the reciprocal nature of beliefs, values, attitudes, and behaviors with regard to various microcultures in organizations.

**LEAD 355S | NONPROFIT SEMINAR****Units: 1 Repeatability: No**

Prerequisites: LEAD 352

Students taking this course gain an appreciation for the role of leaders in nonprofit organizations. Topics include fundraising, nonprofit administration, financial management, financial management, human resources for volunteer and paid staff, marketing, and event planning. Students will have the opportunity to participate in applied service projects, participate in community-service learning, and meet with executives in the nonprofit field. Students will have the opportunity to connect leadership concepts to practice engaging in activities and discussions.

**LEAD 356S | NONPROFIT SEMINAR II****Units: 1**

This course is a continuation of LEAD 355S.

**LEAD 357 | LEADERSHIP AND THE PRACTICE OF PRESENCE****Units: 3**

This course is designed to offer students an opportunity to study the dynamics of leadership and authority in an experiential learning environment. Students develop the personal skills, awareness, and discipline necessary to exercise leadership effectively; and they are encouraged to expand their thinking beyond traditional notions of leadership. The weekend format provides a temporary organizational setting that duplicates to some extent the dynamics that occur regularly in organizations, connecting classroom learning to real world problems. Learning in this course encompasses the interconnected levels of self, others, and systems.

**LEAD 359 | MODELS OF PARTICIPATORY LEADERSHIP****Units: 3**

This course is an opportunity for participants to be exposed to the Mondragon Cooperative Corporation (MCC). MCC is in Mondragon, Spain, and is a unique organizational model of superior economic success coupled with participatory leadership, management, ownership, and decision making. Participants will review the sales, financial, and growth figures, and will become acquainted with MCC's unique educational, training, financial, and human resources systems, as well as with the institutionalized core values that support MCC. These values are based on an ongoing balance between organization and personal needs, continuous solidarity with each other and the community, and economic and social justice. This class is currently being held during the summer only.

**LEAD 360 | GLOBAL LEADERSHIP: EXPERIENTIAL STUDY OF CULTURE & LEADERSHIP****Units: 3**

Prerequisites: LEAD 160

Global Leadership is a course designed to provide an experiential classroom experience to examine the impact of culture on leaders and followers at the national, group, and organizational levels. It provides an examination of relevant theories and applies them to help students develop a cultural mindset that is essential to effective leadership in today's global and interconnected world. Additionally, this is a collaborative course that will examine what constitutes "effective" leadership across cultures. It will be collaborative as the students are expected to provide some of the content. Through the experiences in and out of the classroom, students will focus on deeply understanding culture and contexts influence on leadership, engage in reflection, and develop their global leadership capacities.

**LEAD 365 | PROFESSIONAL ENGAGEMENT****Units: 1**

This course combines student learning about leadership with an opportunity to engage in a professional conference setting. With prior approval from the instructor, each student will choose a conference context in which to engage. This engagement can include, but is not limited to, an active involvement in the undergraduate Case Study Team for the International Leadership Association, a conference presentation at the National Collegiate Leadership Conference, or another approved experience. Through this experience students will explore self in relation to others, experience a context in which they apply leadership concepts, experience a professional setting in which to improve networking and presentation skills, and develop a sense of social responsibility to lead within the professional community.

**LEAD 366 | COMMUNITY ENGAGEMENT****Units: 1**

This course combines student learning about leadership with a semester-long community engagement opportunity. With prior approval from the instructor, each student will choose a context in which to engage the larger community. This engagement can include an active involvement in a campus or community organization, a service learning project, an international experience, participation in a professional or leadership conference, participation in a mentoring relationship, or other approved experience. Through this experience students will explore self in relation to others, experience a context in which they apply leadership concepts, and develop a sense of social responsibility to lead and serve others within the community.

**LEAD 372 | LEADERSHIP AND SPIRITUALITY****Units: 3**

Prerequisites: LEAD 160 with a minimum grade of D

This course focuses on leadership as a spiritual activity, reclaiming the notion that authentic leadership comes from within, inspired by our unique passions and talents, and guided by our deepest beliefs and most cherished values. We will consider the spiritual roots of authentic leadership through exploration of an individual's own experience of leadership and spirituality. Much of the course is informed by research and readings from the fields of leadership studies, spirituality, psychology, sociology, and theology.

**LEAD 373 | LESSONS IN LEADERSHIP: THE AMERICAN PRESIDENCY****Units: 3**

This course provides opportunities for students to study and analyze the complexity of leadership by examining the lives and actions of selected U.S. presidents. Students will exam, critique, and report on matters of presidential leadership as noted by historians, journalists, leadership experts, and the presidents themselves. The overall purpose of the course is to abstract "lessons in leaders," if any, and to test the proposition that U.S. presidents should be "leaders of character."

**LEAD 379 | EXPERIMENTAL TOPICS IN LEADERSHIP STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course number is used by the Department of Leadership Studies in the School of Leadership and Education Sciences for experimental topics courses. The title for each 379 course will vary by topic and program. If more than one 379 course is offered during a single semester, section numbers will help identify each course.

**LEAD 387P | STUDENT LEADERSHIP PRACTICAL EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

The Student Leadership Practical Experience is a course designed to provide a structured classroom experience to accompany a practical leadership experience on campus. Through the practical experience and classroom experience, students will focus on applying leadership concepts to practice, engage in reflection, and develop their leadership capacities. Practical experience placement must be pre-approved.

**LEAD 388 | LEADERSHIP INTERNSHIP AND SKILL DEVELOPMENT I****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: LEAD 160 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C-

Students taking this internship course develop their leadership skills by serving in a position of influence in an off-campus community organization. The internship connects leadership concepts, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. Internship placement must be pre-approved.

**LEAD 389 | LEADERSHIP INTERNSHIP AND SKILL DEVELOPMENT II****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: LEAD 160 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C-

Students taking this internship course develop their leadership skills by serving in a position of influence in an off-campus community organization. The internship connects leadership concepts, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. Internship placement must be pre-approved.

**LEAD 399 | INDEPENDENT STUDY (1-3)****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 415 | SOCIAL ENTERPRISE AND INNOVATION****Units: 3 Repeatability: No**

Prerequisites: LEAD 352

Students will acquire a basic understanding of social enterprise and innovation (SE/I) in both theory and practice. Such strategies seek to address intractable social problems by developing specific entrepreneurial approaches designed for a nonprofit, for-profit, or hybrid setting (e.g., Benefit corporation, Low-profit limited liability company, L3C). Students will become familiar with successful SE/I ventures, critically analyze and evaluate such approaches, and develop their own SE/I strategies. Students will create their own social venture, including the development of a viable business plan, financing, scale-up, and consideration of how to measure outcomes and impact.

**LEAD 419 | UNDERSTANDING BI-NATIONAL NONPROFITS IN THE U.S.-MEXICO BORDER REGION****Units: 2 Repeatability: No**

Prerequisites: LEAD 352

A growing number of nonprofits are being called upon to address emerging trans-boundary issues in the areas of education, community development, health & human services and the environment. This course contributes to students' understanding of how nonprofits operate in an international setting as well as along and across borders. The proximity to the Mexican border provides a unique opportunity to expose and prepare students for how to work more effectively in an increasingly cross-border environment. Students will work with a pre-approved bi-national or migrant serving nonprofits to analyze the particular nature of that organization and the challenges it faces or write a term paper on a cross-border issue impacting the region which either currently engages the nonprofit sector or has the potential to do so. Students must have enrolled LEAD 352: Nonprofit Leadership. In addition, each student must have a valid passport prior to enrolling in this course and be willing to travel to Mexico.

**LEAD 420 | VOLUNTEER ENGAGEMENT****Units: 1 Repeatability: No**

Prerequisites: LEAD 352

This course is designed to enhance students' understanding and practice of effective volunteer engagement in community-based organizations. It uses an organizational development approach that connects research with practice and provides students with tools and strategies to better engage volunteers.

**LEAD 485 | ADVANCED NONPROFIT LEADERSHIP AND MANAGEMENT****Units: 3**

Prerequisites: LEAD 352

The purpose of this course is to explore advanced topics in nonprofit administration nationally and internationally. The course will cover: nonprofit law and legal issues, nonprofit governance, boards, and committees; strategic planning and partnerships; membership management; lobbying & advocacy and public policy processes; community outreach; and technology's impact on nonprofit administration. Prerequisite: LEAD352:Nonprofit Leadership and Management.

**LEAD 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

## Leadership Studies Minor and Nonprofit Leadership and Management Certificate

Code	Title	Units
LEAD 160	Personal Leadership, Self-inquiry and Discovery	3
LEAD 350 or LEAD 357	Leadership and Group Development Leadership and the Practice of Presence	3
LEAD 351	Leadership for Change Capstone	3
LEAD 352	Nonprofit Leadership and Management	3
LEAD 387P or LEAD 388	Student Leadership Practical Experience Leadership Internship and Skill Development I	3
LEAD 389	Leadership Internship and Skill Development II <sup>1</sup>	2
Select three units of electives from the following:		3
LEAD 185	Introduction to the Nonprofit Sector	
LEAD 355S	Nonprofit Seminar	

LEAD 415	Social Enterprise and Innovation
LEAD 419	Understanding Bi-National Nonprofits in the U.S.-Mexico Border Region
LEAD 420	Volunteer Engagement
LEAD 485	Advanced Nonprofit Leadership and Management
<b>Total Units</b>	<b>20</b>

<sup>1</sup> Business majors may substitute BUSN 498 for LEAD 389 in this program.

## Learning and Teaching

### Chair

Reyes Quezada, EdD

### Faculty

Viviana Alexandrowicz, PhD

James Fabionar, PhD

C. Bobbi Hansen, EdD

Rebekka Jez, EdD

Maya Kalyanpur, PhD

Sarina Molina, EdD

Amanda Roth, PhD

Joi Spencer, PhD

Suzanne Stolz, EdD

The Department of Learning and Teaching offers a Combined BA/MEd Teacher Education Program (CTEP) offered in conjunction with the College of Arts and Sciences, and options for pursuing a California Teaching Credential. The department offers a Multiple Subject Credential, a Single Subject Credential, an Education Specialist Credential, and a Bilingual Authorization Credential.

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

The Combined BA/MEd Teacher Education Program (CTEP) allows students to earn a BA in Liberal Studies, a preliminary Multiple Subject teaching credential, and an MEd in Curriculum and Instruction in five-years. Students complete the BA in Liberal Studies at the end of the fourth year of the program, will be eligible for the preliminary Multiple Subject teaching credential after the ninth semester (4.5 years), once the full-time student teaching has been completed, and receive the MEd in Curriculum and Instruction after completion of the fifth year.

Current University of San Diego undergraduates must declare Liberal Studies as their major. Interested undergraduates should contact the Liberal Studies Program Director, Dr. Margaret Daley, at [mdaley@sandiego.edu](mailto:mdaley@sandiego.edu) (<http://www.sandiego.edu/soles/academics/ctep/mdaley@sandiego.edu>) or (619) 260-4781.

### Credential Programs

In the State of California classroom teachers are credentialed by the Commission on Teacher Credentialing (CTC) upon the recommendation of colleges and universities with approved teacher education programs. At the University of San Diego, it is possible for students to graduate in four years with a bachelor's degree and a teaching credential in several areas; the preliminary Multiple Subject



Credential for teaching in elementary education, the preliminary Education Specialist Credential with Mild to Moderate Authorization that prepares students to teach for ages 5-22, the preliminary Single Subject Credential for teaching in secondary education, and the Bilingual Authorization credential to teach in a dual language instruction setting (Spanish). The Bilingual Authorization credential program is pending review and approval from the California Commission on Teacher Credentialing (CTC).

The Commission on Teacher Credentialing (CTC) regularly revises program requirements to meet new standards.

### **EDSP 370P | ASSESSMENT IDENTIFICATION TO TRANSITION SPECIAL EDUCATION**

#### **Units: 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 371P | POSITIVE BEHAVIOR AND INSTRUCTION MANAGEMENT IN SPED**

#### **Units: 3**

Knowledge and strategies to provide skills to identify, manage and monitor our own behavior and the behavior of others across learning settings and social situations. A cross section of theories, models, 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 impaired, traumatic brain injury, 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 373P | COLLABORATION WITH FAMILIES AND PROFESSIONALS**

#### **Units: 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 375P | EVIDENCED BASED INCLUSIVE PRACTICES MILD/MODERATE 5-22**

#### **Units: 1-3**

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 need of English Language Learning 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) aligned with CA content standards. 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 389P | HEALTHY ENVIRONMENTS AND INCLUSIVE EDUCATION IN A GLOBAL SOCIETY**

#### **Units: 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 393S | PRACTICUM SEMINAR FOR INDIVIDUAL INDUCTION PLAN IIP****Units: 2**

The purpose of the Practicum Seminar for Individual Induction Plan is support participants in sharing, discussing, analyzing and evaluating their current practice in creating positive classroom environments. Through sharing of personal student teaching experiences, participants will address current educational issues affecting children in our schools. Topics that may be discussed are effective classroom management, instructional methods for all children, parent involvement, professional development, education law, resume writing, interview strategies, and professional collaboration. (Pending Fall 2015 Approval.).

**EDSP 399 | INDEPENDENT STUDY (1-3)****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Coordinator of Special Education, Department Chair, and the Associate Dean prior to registration for the course.

**EDSP 490P | STUDENT TEACHING MILD TO MODERATE DISABILITIES****Units: 9 Repeatability: No**

Corequisites: EDSP 490S

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, 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), and CalTPA. Planning and delivery of instruction concurrently attends to the need of English Language Learning and the diversity of student, parent and community norms. Student teaching is full semester as designated by school district. Candidate follows full day schedule of assigned master teacher. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Transitional Individual Induction Plan.

**EDSP 490S | EDUCATION SPECIALIST STUDENT TEACHING AND SEMINAR-MILD MODERATE****Units: 3 Repeatability: No**

Corequisites: EDSP 490P

EDSP 490S is a field-based course with an in person seminar meeting to support the requirements of the Education Specialist student teaching. Other semester meetings will be based on modules to support the Education Specialist teacher candidates' roles as future teachers. While Education Specialist teacher candidates are completing multiple or single subject (e.g., general education) student teaching, a multitude of necessary skills and steps are required for successful completion. In addition to daily field work in a student teaching setting, student teachers must utilize EdThena for formal observations from their university supervisor. They will write their Individual Development Plan (IDP) to bring with them into their future induction program as well as complete an Education Specialist Transition Plan from Pre-school, primary to middle, from middle to high school, and from high school to postsecondary. They will also be introduced to the California Teacher Performance Assessment (CalTPA) as they transition to adding a General Multiple or Single Subject credential authorization while student teaching the following semester. Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA in their student teaching classrooms as a framework as CalTPA for Education Specialist is currently being designed. The purpose of the student teaching seminar is also to allow Education Specialist student teachers to share, discuss, and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections, and sharing of personal student teaching experiences, participants will address current inclusive education educational issues affecting children in our schools with an emphasis on diverse populations. Topics that may be discussed are classroom observation, classroom management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration within inclusive classrooms.

**EDSP 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Coordinator of Special Education, Department Chair, and the Associate Dean prior to registration for the course.

**EDTE 300P | DIVERSITY, INCLUSION & SCHOOLING****Units: 3 Repeatability: No**

This course explores how social inequities related to disability, social class, race and ethnicity, language, class, gender, national origin, and sexual orientation are often perpetuated in schools. The course is organized around three dimensions of schooling and social inequality: (1) Public schools in the U.S. are a project of nation-building, expansion, and imperialism that developed a sociocultural hierarchy via curriculum, instruction, and organization. (2) Historically, to maintain privileges among the dominant cultural group, schools and school systems are organized to track, segregate, and exclude based on socially constructed norms regarding language, ability, and race. (3) Addressing contemporary inequalities requires ongoing advocacy and cultural understanding among educators and community members at all levels. Within this context, candidates critically explore how their own social and political location vis-a-vis schooling impacts their assumptions about the purposes and processes of formal education.

**EDTE 301P | METHODS FOR LANGUAGE & LITERACY****Units: 3 Repeatability: No**

This course is designed to support candidates in developing as literacy instructors within elementary or secondary educational settings. Teacher candidates will develop a critical literacy lens through examination of theories and current practices from local, national, and global perspectives. Teacher candidates will develop foundational literacy knowledge to support assessing, diagnosing, and supporting readers at all levels and within content specific contexts. Candidates will practice and implement (1) evidence based literacy instruction via Culturally Responsive and Universally Designed Lesson plans, (2) literacy goal writing, (3) embedding literacy into content, and (4) aligning literacy practices to content standards. The course includes current research, lectures, analysis of student work and literacy profiles, discussions, and field experience requirements. While not required to pass the course, candidates are encouraged to take the Reading Instruction Competence Assessment (RICA) at the conclusion of the course.

**EDTE 302P | ELEMENTARY METHODS I: MATH & SCIENCE****Units: 3 Repeatability: No**

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social/emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum.

**EDTE 303P | ELEMENTARY METHODS II: HUMANITIES****Units: 3 Repeatability: No**

Prerequisites: EDTE 302P

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies and The Arts in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students' creativity and imagination in and through the arts.

**EDTE 304P | SECONDARY METHODS I****Units: 3 Repeatability: No**

This course provides an overview of curriculum theory and instructional practice at the secondary level. Candidates will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to present-day foci on inclusion, culturally relevant pedagogy, and learning technology. Within this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include unit and lesson planning, Universal Design Learning (UDL), assessment theory, state curriculum frameworks, teacher inquiry and reflection, and accommodations for diverse learners. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

**EDTE 305P | SECONDARY METHODS II: SOCIAL SCIENCE****Units: 3 Repeatability: No**

Prerequisites: EDTE 304P

This methods course explores the purposes, challenges, complexities, and practical approaches to teaching about the social world at the secondary level. Students will have extensive opportunities to develop, implement, reflect upon, and refine units of study in history and social science. Candidates will collaborate on sourcing and evaluating potential lesson materials and developing original units of study on movements, moments, places, populations, structures, and issues relevant to today's global society. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs.

**EDTE 306P | SECONDARY METHODS II: SCIENCE****Units: 3 Repeatability: No**

Prerequisites: EDTE 304P

This course is a continuation of EDTE 504P: Secondary Methods I, building on candidate's fundamental knowledge of science teaching and learning. This course has a focus on using educational technologies to support science lessons, integrating other subject matter areas with science content (math, literacy, special education), designing lessons that include all students in learning science, and assessing student understanding of science and the nature of science. Candidates use lesson study to plan and teach lessons for students to learn science, observe K-12 students learning science, and conduct research on students' scientific learning. In addition, candidates consider the role and equity of gender, ethnicity, learning needs, and socio-economic status of scientists and science learners as well as controversial science topics in the news.

**EDTE 307P | SECONDARY METHODS II: MATHEMATICS****Units: 3 Repeatability: No**

Prerequisites: EDTE 304P

Secondary Methods II- Mathematics prepares students for providing high quality instruction in single subject mathematics classrooms. In the course students will explore why they plan to teach as well as how they plan to teach mathematics. The course exposes students to cultural, social and psychological theories of learning; the development of children's mathematical thinking; and research-based instructional practices that promote mathematics success across a range of students including those who have been identified as having a learning difference or disability. Students will develop their philosophy of mathematics teaching, design a humanizing mathematics syllabus, solve mathematical problems using a variety of methods, practice giving mathematics lessons, engage in continual instructional improvement activities, grapple with issues of equity as they pertain to mathematics teaching and learning, and explore digital resources and technologies related to teaching mathematics for understanding.

**EDTE 308P | SECONDARY METHODS II: ENGLISH****Units: 3 Repeatability: No**

Prerequisites: EDTE 304P

This methods course explores the purposes, challenges, complexities, and practical approaches to teaching English Language Arts at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the Common Core Standards for the teaching of English. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs, and using instructional technology.

**EDTE 309P | SECONDARY METHODS II: WORLD LANGUAGE****Units: 3 Repeatability: No**

Prerequisites: EDTE 304P

This methods course explores the purposes, challenges, complexities, and practical approaches to teaching world languages at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the ATCFL Standards for the teaching of foreign languages. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. This course has been designed to provide you with the theoretical background of most recent trends in foreign language teaching methodologies. The theoretical foundation will be applied to the teaching of the four communicative skills such as speaking, listening, reading and writing and the teaching of culture to help you develop a repertoire of teaching techniques and strategies in any of these areas. This will further allow you to develop your own philosophy of foreign language teaching, matching your own teaching style with the needs of a diverse student body. This course takes a combination of pragmatic and theoretical approaches to training you as a foreign language teacher.

**EDTE 310P | EDUCATIONAL PSYCHOLOGY****Units: 3 Repeatability: No**

This course synthesizes aspects of developmental and educational psychology to prepare candidates to work with the wide range of individual student differences in skills, motivation, experience and development that are encountered in public and private schools. Students become familiar with cognitive, physical, social/emotional, and moral development of children and adolescents. Students examine research that informs teachers to make connections between theory, empirical research, and educational practice with regard to learning. In addition, students observe in a K-12 classroom for 8 hours to further make these connections.

**EDTE 311P | EQUITY & ADVOCACY IN EDUCATIONAL SYSTEMS****Units: 3 Repeatability: No**

Prerequisites: EDTE 300P

This course explores how teachers can promote equity through advocacy in educational systems. Candidates engage with current and historical perspectives about federal, state, and local bodies of educational resource allocation and decision-making; legal and policy implications of laws and important court decisions (i.e. ESEA, IDEA, Section 504, and ELL/ELD laws, Williams Case, Serrano v. Priest, Lau v. Nichols, Brown v. Board, Plessy v. Ferguson, and California's Prop. 187, 209, 227, 58) and reflect on how these play out in the classrooms they observe at practicum sites. With a firm grounding in understanding the institutionalized inequities within the systems (schools, class, community), candidates learn about models of reform and create plans for connecting stakeholders and advocating for students. Candidates critically analyze policies that impact LGBTQ families, immigrants (documented and undocumented), English-language learners, those with disabilities, those in poverty, etc. and propose improvements to practice.

**EDTE 312P | METHODS FOR ENGLISH LEARNERS****Units: 3 Repeatability: No****Non-Core Attributes: Community Engagement**

This course intends to provide candidates with the knowledge and skills to be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners (ELs). It examines ways to create supportive learning environments for students' second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), Universal Design for Learning (UDL), and scaffolding across content areas. Candidates explore assessment and instructional practices for the English Language Development (ELD) in listening, speaking, reading, writing. Candidates acquire a basic understanding of the differences between language development and disability and issues of over and under-representation of ELs in special education. The field experience for this class consists in assessing, assisting, and planning instruction for an English learner. This practical work provides candidates with the opportunity to gain experience in second language teaching for ELs and to observe the process of second language acquisition, cultural adaptation, and academic growth.

**EDTE 313P | POSITIVE BEHAVIOR SUPPORTS FOR FAMILY, SCHOOL, AND COMMUNITY ENGAGEMENT****Units: 3 Repeatability: No**

PK-12 schools serve students and families from culturally and linguistically diverse backgrounds, various ranges of ability, and differing levels of resources. This course is designed to provide educators with the skills required to work effectively with the families, school, and community in creating a safe, positive, and engaging environment to meet the needs of all learners. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across PK-12 settings where individuals with and without individualized education plans (IEPs) are receiving instructional, social, behavioral and transition life-skill services. Candidates will learn and apply positive behavioral interventions and supports (PBIS) and functional behavior analysis (FBA) to understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and supportive towards students' growth. Additional focuses will include collaboration, understanding family coping processes, development of communication and problem-solving skills, active listening, utilization of parent interview techniques in family assessment, and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs. The course uses a disability studies lens, focusing on a strengths-based understanding of families and the influence of social and cultural factors on the lived experience of disability. Through this course, candidates will demonstrate effective and professional collaborative strategies in working with stakeholders (families, other educators, paraprofessionals, administration, district personnel, community-based organizations, and outside agencies).



**EDTE 316 | TECHNOLOGY & LEARNING****Units: 3 Repeatability: No**

Instructional technology integration (sometimes called EdTech) is a crucial part of preparing our PK-12 students for their futures. New and emerging technologies are what your students will be using to learn and complete projects. It can also be a means to enhance learning, improve motivation, increase accessibility, individualize instruction, and improve communication with parents and stakeholders. This course will support you in developing your skills as you implement technology to support the full range of needs of your own students now and in the future. This course guides candidates in learning and applying the most current uses of technology in the classroom to support instruction, progress monitoring, and communication between students, teachers, and families. Candidates will effectively incorporate technology and assistive technology using the principles of Universal Design for Learning (UDL), Multi-Tiered System of Support (MTSS), and the standards from the International Society for Technology in Education (ISTE) to support access to and engagement of the curriculum for learners within multiple settings. Candidates will learn about community resources and agencies supporting assistive technology for learners and families.

**EDTE 317P | ASSESSMENT****Units: 3 Repeatability: No**

This course applies developmental, psychological, academic, social, and behavioral characteristics of typical/atypical learners in PK-12 to recommend academic, social, and behavioral supports for learning. Candidates are instructed on comprehensive (formal/informal), unbiased, non-discriminatory assessment of learners; collaborative multidisciplinary decision-making approach; and the application of learning theories in development of an academic support program (IFSP, IEP, and/or ITP). Candidates will review school records (such as CELDT, High Stakes Tests, etc.), assess a student's present levels of performance, and gather information from multiple sources to inform identification, placement, planning, monitoring and transitioning of students academically, socially and/or behaviorally. Candidates are trained on administration of assessments, data-driven decision making, and working with stakeholders in designing an academic, behavioral, and social/emotional support system at home, school, and within the community settings. This course provides hands-on experience with case studies / management, informed instruction, progress monitoring, and collaboration in support of diverse learning needs.

**EDTE 318C | EDUCATING THE LATINX STUDENT: HISTORY & CULTURE****Units: 3 Repeatability: No**

This course will address the needs of students interested in teaching heritage Spanish language learners in bilingual/dual language programs in both elementary and secondary school settings. It provides Bilingual Authorization teacher candidates with the knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. This course provides knowledge on the cultural aspects of bilingualism and biliteracy from a local and international perspective. A focus is on the traditions, roles, status, and communication patterns of the culture of emphasis (LatinX) as experienced in the country or countries of origin and in the United States. Themes include Crosscultural, intercultural and intracultural relationships and interactions, family-school, community engagement, and partnerships and resources, and assist in identifying and using community resources as assets, as well as contributions of the Chicano/LatinX culture in California and the United States.

**EDTE 319P | METHODS FOR LANGUAGE AND LITERACY IN SPANISH****Units: 3 Repeatability: No**

Bilingual candidates explore research, develop and apply knowledge of metacognitive, metalinguistic and developmental processes of bilingualism and biliteracy. Candidates gain knowledge about appropriate language use and usage when interacting with students at different developmental stages of bilingualism and biliteracy. They use contrastive analysis to facilitate development of listening, speaking, reading, and writings skills in Spanish. They learn strategies to provide differentiated instruction in primary language instruction based on student proficiency levels and acquire effective strategies for teaching listening, speaking, reading and writing in Spanish. Candidates demonstrate knowledge of strategies for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students' language proficiency in Spanish. They also practice using standardized and non-standardized primary language assessments. The course provides opportunities for skill development in planning, selecting and using a variety of strategies for developing students' literacy in Spanish and how to write language and grade-level content objectives in lessons, providing linguistic scaffolding and activating background knowledge and experiences.

**EDTE 320P | BILINGUAL ELEMENTARY CURRICULUM METHODS I: MATH AND SCIENCE****Units: 3 Repeatability: No**

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social/emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive dual language settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will model practices of blended learning (also known as hybrid learning) that allows students to integrate face-to-face learning with technology-based, digital instruction. Learning takes place in settings (or in a combination of settings) that include the classroom, home, or mobile environments and gives students an element of control over the time and the pace of their learning. A portion of our classroom activities will include blended/digital learning and will adhere to the ISTE Standards. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.

**EDTE 321P | BILINGUAL ELEMENTARY CURRICULUM METHODS II: HUMANITIES****Units: 3 Repeatability: No**

Prerequisites: EDTE 320P

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies the Visual and Performing Arts and Physical Education in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students' creativity and imagination in and through the arts and through physical education and movement. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.

**EDTE 452P | CLINICAL EXPERIENCE: EXTENDED PRACTICUM****Units: 3 Repeatability: No**

This practicum is designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in-class with classroom practices. The cooperating teacher will serve as a resource for students, providing a strong professional model, discussing practices with students, and supporting the student as they "try out" lesson planning and classroom teaching. Extended practicum is a part-time (20 hours per week) teaching experience at a qualified school site under the supervision of a cooperating teacher and University supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher's credential pathway. NOTE: this course follows the USD schedule.

**EDUC 101 | INTRODUCTION TO TEACHING AND LEARNING****Units: 3**

This course has been developed to help USD undergraduates explore and confirm career interests in education, with a focus on teaching. It is a required course for the Undergraduate Minor in Education. Presenting both historical and current views of teaching and education, this course encourages students to think more deeply, more broadly, and more systematically about what teaching is, what teachers do, and whether teaching is an appropriate career choice for them. In the course students will learn about research and theory-based views of educational history. They will develop an understanding of themselves as learners, explore how children learn, examine teaching practices and various contexts that support teaching and learning and learn to think critically about the contemporary issues related to teacher education. Participating together in learning activities in class will facilitate students' learning. The expectation is that by the end of the course, students will begin to understand teaching as a profession that is a complex endeavor embedded in a larger organizational and social context.

**EDUC 124 | SPORT AND HIGHER EDUCATION: THE STUDENT ATHLETE EXPERIENCE****Units: 3**

This course is designed to assist freshmen student-athletes in their quest to achieve a holistic education. Course content is based on the five commitment areas set forth by the NCAA Lifeskills Program. The NCAA Lifeskills Program strives to promote as part of the student-athlete experience: personal development, career development, academic planning, athletic development, and community service-learning. This course will foster development in these specific areas and, in turn, will promote integration of the student athlete into the university community.

**EDUC 201 | STUDENT MOVEMENTS IN EDUCATION****Units: 3**

From Birmingham to Tianenman Square, college and high school students have formed the foundation of almost every struggle for social and civil rights. In this interactive, rigorous research seminar, students will examine the role and impact of Student Movements on historical and contemporary struggles for educational access. Issues of fair employment, community resources, and suffrage will also be examined. In addition to engaging in readings, viewing films and documentaries, and preparing written responses, students enrolled in the course will conduct and present their own project entitled, "Provoking the Crowd," centered on a contemporary struggle for educational equity and access. All students will be challenged, along with their classmates, to consider their role and responsibility in the modern day civil rights movement.

**EDUC 301 | CHANGEMAKERS IN EDUCATION: BUILDING BRIDGES TO COLLEGE ACCESS****Units: 3**

This course is designed to support students in developing the knowledge, skills, and dispositions appropriate to mentoring children in PK-12 settings. Through readings, class discussions, and practical experiences, students will learn about issues affecting student learning. There will be an emphasis on mentoring a diverse population of students. Each USD student enrolled in the course will concurrently be placed at a mentoring site and assigned to work with an individual child or small group of children. The course will be adapted each semester to meet the specific demands of the mentoring sites and partner with educational programs such as AVID, Summerbridge, Balboa Elementary, and Kearny High School. Readings, placements, and, where appropriate, program-specific trainings will support students in their mentoring assignment.

**EDUC 304 | ST. CLARE'S COMPARATIVE EDUCATION****Units: 3**

The course is broadly organized into four sections. The first part provides an overview of the UK education system, the second a comparison of key themes in UK education, the third introduces relevant international comparisons and benchmarks, and the fourth is based around student contributions based on their US and UK experiences. Throughout the course, the students will be asked to draw on their experience gained in UK classrooms. They will also be provoked to take an active and critical position on the various reading tasks requested of them as these relate to their classroom experience.

**EDUC 307 | SPANISH FOR EDUCATORS****Units: 3**

This course targets the skills needed to provide students with the Spanish language such as vocabulary and phrases needed to communicate with Spanish speaking students, school personnel, families, and visitors. Students will be able to speak, read, and write using Spanish for classroom instruction, health care, educational administration, special needs and extracurricular activities, among other areas. The class emphasizes practice through authentic activities such as games and role-playing.

**EDUC 332P | CURRICULUM AND METHODS OF TEACHING IN TODAY'S GLOBAL SECONDARY CLASSROOMS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: EDUC 381C (Can be taken Concurrently) and EDUC 382 (Can be taken Concurrently)

Formal admission to the credential program. 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.

**EDUC 334P | METHODS OF TEACHING LITERACY IN SECONDARY SCHOOLS IN A GLOBAL SOCIETY****Units: 3**

Prerequisites: EDUC 381C (Can be taken Concurrently) and EDUC 382 (Can be taken Concurrently)

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 381C and EDUC 382. Additional Prerequisite: Formal admission to the credential program.

**EDUC 337P | FOUNDATIONS IN CURRICULUM AND INSTRUCTION THEORY: SECONDARY PRAXIS IN HISTORICAL CONTEXT****Units: 3 Repeatability: No**

This course provides an overview of key dimensions of curriculum and instruction theory and practice across secondary disciplines. Students will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to the present-day foci on social justice, inclusion, and Universal Design Learning (UDL). Building on this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include UDL, unit and lesson planning, assessment theory, standards-based curriculum and instruction, and teacher reflection. This course provides a theory-to- practice foundation for content specific teaching methods in the following semester.

**EDUC 353 | CURRICULUM AND PROGRAMS IN CHARACTER EDUCATION****Units: 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 354 | CHARACTER BASED CLASSROOM MANAGEMENT****Units: 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 356 | INSTRUCTIONAL STRATEGIES IN CHARACTER EDUCATION****Units: 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 360 | TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS****Units: 3**

This course provides a foundation for teaching health and physical education in elementary schools. It integrates the six broad goals of physical education (activity, fitness and wellness, movement, social interactions, self-realization, individual excellence) with health education principles and practices. The focus includes physical education theory, research and activities from a global perspective.

**EDUC 368 | CHARACTER AND ATHLETICS****Units: 3**

This course examines the interplay between character and athletics. Students will investigate and critique programs that are designed to enhance the character of athletes. Students will examine specific programs in the sports industry that claim that their programs contribute to one's character development. Students will interact with USD athletic department leaders, and discuss/debate current issues that promote or negate character development.

**EDUC 375P | INCLUSIVE CURRICULA FOR LEARNERS 5-22****Units: 3**

This course is designed to provide education specialist candidates with subject-specific pedagogical knowledge and skills across the CA state-adopted academic K-12 content standards. Candidates will explore and implement inclusive best practices in curriculum design, assessment and instructional methodology. An emphasis is placed on co-teaching, response-to-intervention, differentiated instruction and alignment of IEP learning outcomes within grade/age appropriate California k-12 content standards expectations. Candidates practice instructional strategies, design of learning outcomes, inclusive focused lesson and unit lesson planning, close examination of individual and class-wide student work, and classroom, individual and curriculum management. Focus centers around research grounded methods that address the learning needs of at-risk students, students with special needs, students with English Language Learning needs, students with concurrent special education & ELL needs and students whose ability to keep pace with age appropriate curriculum requires differential instruction. Candidates will learn to design and provide ongoing assessment of the principles of transference and generalization to facilitate learners' readiness at key transition points between 5 to 22 years of age educational opportunities. This course meets part of the CTC requirements for a Preliminary Education Specialist Credential with Mild/Moderate Authorization. Field Experience: The course requires 20-hours of structured practicum experience. Field experience is evenly divided in an elementary and a secondary setting. The practicum sites must be in an inclusive classroom setting that includes students with IEPs and English Language Learners. The field sites provide the settings for designing, delivery and assessment of the mandatory course embedded signature assignments. Candidates complete both an elementary and secondary subject matter focused PACT aligned project. An intern candidate may complete all or some of the components of this field experience in his or her contract classroom, providing the setting allow the intern to complete all components of the centerpiece assignment.

**EDUC 379 | SOLES EXPERIMENTAL TOPICS COURSE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Diversity-Pre F17 CORE**

This course number is used by SOLES for experimental topics courses. The title and content of each 379 course will vary by topic and program/department. If more than one 379 course is offered during a single semester, section numbers will allow for identification of the course.

**EDUC 381C | MULTICULTURAL AND PHILOSOPHICAL FOUNDATIONS IN A GLOBAL SOCIETY****Units: 3****Non-Core Attributes: Community Engagement, Diversity-Pre F17 CORE**

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 382 | PSYCHOLOGICAL FOUNDATIONS OF EDUCATION IN A DIVERSE SOCIETY****Units: 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 383P | METHODS OF TEACHING READING AND LANGUAGE ARTS IN ELEMENTARY****Units: 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.

**EDUC 384C | METHODS OF TEACHING ENGLISH LANGUAGE AND ACADEMIC DEVELOPMENT IN CROSSCULTURAL CONTEXTS****Units: 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.

**EDUC 385P | ELEMENTARY CURRICULUM AND METHODS FOR GLOBAL CLASSROOMS****Units: 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.

**EDUC 394 | SPECIAL TOPICS IN CHARACTER EDUCATION****Units: 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 399 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Department Chair, and the Associate Dean prior to registration for the course.

**EDUC 451P | EXTENDED PRACTICUM****Units: 2**

Prerequisites: EDUC 467S

During Extend Practicum, credential candidates 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 467S | EXTENDED PRACTICUM SEMINAR****Units: 3**

Prerequisites: EDUC 451P (Can be taken Concurrently)

Credential Candidates 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 490P | STUDENT TEACHING FOR THE MULTIPLE SUBJECT CREDENTIAL****Units: 9**

Prerequisites: EDUC 490S (Can be taken Concurrently)

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 Office 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 [https://www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies/#dlt\\_credential](https://www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies/#dlt_credential) for the complete list of requirements. Fieldwork fee: \$200. Students must register for EDUC 490S – Student Teaching Seminar for Multiple Subject Credential concurrent with this course.

**EDUC 490S | STUDENT TEACHING SEMINAR FOR MULTIPLE SUBJECT CREDENTIAL****Units: 3**

Prerequisites: EDUC 490P (Can be taken Concurrently)

Students are required to take this 3 unit seminar concurrent with EDUC 490P – 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 of the seminar is announced each semester by the Director of Field Experience.

**EDUC 491P | STUDENT TEACHING FOR THE SINGLE SUBJECT CREDENTIAL****Units: 9**

Prerequisites: EDUC 491S (Can be taken Concurrently)

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/soles/students/policies.php](http://www.sandiego.edu/soles/students/policies.php) for the complete list of requirements. Fieldwork fee: \$200. Students must register for EDUC 491S – Student Teaching Seminar for Single Subject Credential concurrent with this course.

**EDUC 491S | STUDENT TEACHING SEMINAR FOR THE SINGLE SUBJECT CREDENTIAL****Units: 3**

Prerequisites: EDUC 491P (Can be taken Concurrently)

Students are required to take this 3 unit seminar concurrent with EDUC 491P – 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 of the seminar is announced each semester by the Director of Field Experience.

**EDUC 499 | INDEPENDENT STUDY****Units: 1-3**

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Department Chair, and the Associate Dean prior to registration for the course.

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

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

## Preliminary Multiple Subject

### Requirements for the Multiple Subject Credential

Code	Title	Units
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 301P	Methods for Language & Literacy	3
EDTE 302P	Elementary Methods I: Math & Science	3
EDTE 303P	Elementary Methods II: Humanities	3
EDTE 310P	Educational Psychology	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
EDTE 312P	Methods for English Learners	3
EDTE 313P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 316	Technology & Learning	3
EDTE 317P	Assessment	3
EDUC 490P	Student Teaching for the Multiple Subject Credential <sup>1</sup>	9
EDUC 490S	Student Teaching Seminar for Multiple Subject Credential <sup>1</sup>	3
<b>Total Units</b>		<b>42</b>

<sup>1</sup> EDUC 490S must be taken concurrently with EDUC 490P

### Additional Requirements

Students demonstrate subject-matter competence by passing the CSET: Multiple Subject examination. A description of the Liberal Studies major is contained in the College of Arts and Sciences section of this course catalog. Depending on the

number of units with which students enter USD, it may be necessary for students to take coursework during the Summer Sessions, Intersession, and/or carry 18 units during several semesters of undergraduate study in order to complete the requirements for the liberal studies major and professional teacher preparation in four years. Students may choose to complete some of their professional preparation coursework, such as student teaching, as graduate students. Students complete their undergraduate major and the professional preparation coursework.

Students committed to earning a preliminary Multiple Subject Credential must complete the following steps:

- Declare an undergraduate major
- Pass the CBEST
- Obtain a Certificate of Clearance from the Commission on Teacher Credentialing
- Formally apply and be admitted to the teacher credential program as a multiple subject candidate
- Passing score on the U.S. Constitution Exam or HIST 117 U.S. History to 1877 or POLS 120 Introduction to American Politics or equivalent that specifically covers the U.S. Constitution (course must include US history between 1776 and 1800)
- Pass the RICA (Reading Instruction Competencies Assessment)—to be taken upon completion of EDTE 301P Methods for Language & Literacy
- Pass the CSET: Multiple Subject three-part examination prior to applying to student teach
- Successfully complete a full-time semester of student teaching (EDUC 490P). Admission to the Multiple Subject Credential program does not guarantee acceptance into student teaching.
- Earn a grade of B- or higher in all professional preparation classes
- Earn a grade of C- or higher in all upper-division courses
- Complete all California Credential application papers and pay proper fees

### Exit Requirement

California Teacher Performance Assessment (CalTPA)

Students are urged to meet regularly with the Academic Programs Manager, Sergio Rodriguez [srodriguez@sandiego.edu](mailto:srodriguez@sandiego.edu) or (619) 260-7452 and the Credential Analyst, James McCarty [jmccarty@sandiego.edu](mailto:jmccarty@sandiego.edu) or (619) 260-4821, at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential.

## Preliminary Single Subject

### Requirements for the Single Subject Credential

Code	Title	Units
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 301P	Methods for Language & Literacy	3
EDTE 304P	Secondary Methods I	3
EDTE 305P	Secondary Methods II: Social Science	3
EDTE 310P	Educational Psychology	3
EDTE 311P	Equity & Advocacy in Educational Systems	3
EDTE 312P	Methods for English Learners	3
EDTE 313P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 316	Technology & Learning	3
EDTE 317P	Assessment	3
EDUC 491P	Student Teaching for the Single Subject Credential <sup>1</sup>	9

EDUC 491S	Student Teaching Seminar for the Single Subject Credential <sup>1</sup>	3
<b>Total Units</b>		<b>42</b>

<sup>1</sup> EDUC 491S must be taken concurrently with EDUC 491P

### Additional Requirements

Students demonstrate subject-matter competence by passing the CSET subject matter examination. Math majors may waive the CSET by completing an approved subject matter program. Depending on the approved program requirements and the number of units with which students enter USD, it may be necessary for students to take coursework during the Summer Sessions, Intersession, and/or carry 18 units during several semesters of undergraduate study in order to complete the requirements for an approved program and professional teacher preparation in four years. Students may choose to complete some of their professional preparation coursework, such as student teaching, or all of their professional preparation coursework as graduate students. Specific course requirements for the math approved program can be obtained from the math department in the College of Arts and Sciences. Students will complete professional preparation coursework.

Students committed to earning a preliminary Single Subject Credential must complete the following steps:

- Declare an undergraduate major
- Pass the CBEST
- Obtain a Certificate of Clearance from the Commission on Teacher Credentialing
- Formally apply and be admitted to the teacher credential program as a multiple subject candidate
- Passing score on the U.S. Constitution Exam or HIST 117 U.S. History to 1877 or POLS 120 Introduction to American Politics or equivalent that specifically covers the U.S. Constitution (course must include US history between 1776 and 1800)
- Pass the CSET subject matter examination prior to applying to student teach or all requirements of the approved math program before student teaching
- Successfully complete a full-time semester of student teaching (EDUC 491P). Admission to the Multiple Subject Credential program does not guarantee acceptance into student teaching.
- Earn a grade of B- or higher in all professional preparation classes
- Earn a grade of C- or higher in all upper-division courses
- Complete all California Credential application papers and pay proper fees

### Exit Requirement

California Teacher Performance Assessment (CalTPA)

Students are urged to meet regularly with the Academic Programs Manager, Sergio Rodriguez [srodriguez@sandiego.edu](mailto:srodriguez@sandiego.edu) or (619) 260-7452 and the Credential Analyst, James McCarty [jmccarty@sandiego.edu](mailto:jmccarty@sandiego.edu) or (619) 260-4821, at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential.

## Preliminary Education Specialist

### Requirements for the Preliminary Education Specialist Credential

Code	Title	Units
EDTE 300P	Diversity, Inclusion & Schooling	3
EDTE 301P	Methods for Language & Literacy	3

EDTE 302P	Elementary Methods I: Math & Science	3
or EDTE 304P	Secondary Methods I	
EDTE 310P	Educational Psychology	3
EDTE 303P	Elementary Methods II: Humanities	3
or EDTE 305P	Secondary Methods II: Social Science	
or EDTE 306P	Secondary Methods II: Science	
or EDTE 307P	Secondary Methods II: Mathematics	
or EDTE 308P	Secondary Methods II: English	
or EDTE 309P	Secondary Methods II: World Language	
EDTE 311P	Equity & Advocacy in Educational Systems	3
EDTE 312P	Methods for English Learners	3
EDTE 313P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 316	Technology & Learning	3
EDTE 317P	Assessment	3
EDSP 490P	Student Teaching Mild to Moderate Disabilities <sup>1</sup>	9
EDSP 490S	Education Specialist Student Teaching and Seminar-Mild Moderate <sup>1</sup>	3
<b>Total Units</b>		<b>42</b>

<sup>1</sup> EDSP 490S must be taken concurrently with EDSP 490P

### Additional Requirements

Students committed to earning an Education Specialist Credential with Mild/Moderate Authorization must complete the following steps:

- Declare an undergraduate major
- Pass the CBEST(California Basic Educational Skills Test)
- Obtain a Certificate of Clearance from the Commission on Teacher Credentialing
- Formally apply and be admitted to the teacher credential program
- Passing score on the U.S. Constitution Exam or HIST 117 U.S. History to 1877 or POLS 120 Introduction to American Politics or equivalent that specifically covers the U.S. Constitution (course must include US history between 1776 and 1800)
- Pass the RICA (Reading Instruction Competencies Assessment)—to be taken upon completion of EDTE 301P Methods for Language & Literacy
- Pass the CSET: Multiple Subject three-part examination prior to applying to student teach
- Successfully complete a full-time semester of student teaching EDSP 490P. Admission to the education special credential program does not guarantee acceptance into student teaching
- Earn a grade of B- or higher is required in all professional preparation
- Complete all California credential application papers and pay proper fees

### Exit Requirement - Credential

California Teacher Performance Assessment (CalTPA)

### Contacts

Students are urged to meet regularly with the Academic Programs Manager, Sergio Rodriguez srodriguez@sandiego.edu or (619) 260-7452 and the Credential Analyst, James McCarty jmccarty@sandiego.edu or (619) 260-4821, at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential.

## Counseling & Marital and Family Therapy

### Chair

Erika Nash Cameron, PhD

### Faculty

Wendell Callahan, PhD

Todd M. Edwards, PhD

Ana Estrada, PhD

Ann Garland, PhD

Nedeljko Golubovic, PhD

Catherine Griffith, PhD

Kristopher Hall, PhD

Nicholas Ladany, PhD

Florencia Lebensohn-Chialvo, PhD

Ian Martin, EdD

Jo Ellen Patterson, PhD

Sandra Tabet, PhD

Lee Williams, PhD

The department offers several courses at the undergraduate level that support students who are interested in pursuing graduate degrees in Counseling & Marital and Family Therapy. These courses provide an introduction to a range of theoretical approaches and clinical applications to promote positive health, especially mental health, and wellness in culturally diverse populations.

### MFTS 365 | CURRENT APPROACHES TO PEER ASSISTANCE

#### Units: 3

Students taking this course will learn about the practical application of theoretical concepts and empirical data related to student wellness, academic success, adaptation to college and peer counseling. Examples of college student areas to explore include substance abuse, academic and learning skill development, relationship management, and theories related to college student development, persistence and success. Students will learn basic counseling skills, (e.g., encouraging, paraphrasing, reflecting, summarizing, confronting), campus and community resources, crisis intervention, ethics, diversity dimensions, and skills to apply this knowledge as peer counselors. Students currently enrolled in, or who have successfully completed this course will be eligible to apply for peer program positions offered by the university.

**MFTS 366 | APPLIED EXPERIENCE IN PEER ASSISTANCE****Units: 2 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MFTS 365

This course is an innovative and collaborative partnership between Academic Affairs and Student Affairs. It will provide peer support and peer counseling for USD students. Track one students will serve as peer coaches for students identified “at-risk” (e.g. students on academic probation, those who have received mid-term deficiency grades, or have been identified through early intervention alert systems; collaboration through the Center for Student Success and Student Wellness). Track two students will provide peer education and support regarding sexual violence (collaboration through the Women’s Center and Student Wellness). Undergraduate students selected for this course through an application procedure (MFTS 365 – Current Approaches to Peer Assistance is a prerequisite).

**MFTS 400 | INTRODUCTION TO MARITAL AND FAMILY THERAPY****Units: 3**

Introduction to the theories and methods of marital and family therapy through lecture, discussion, and experiential activities. This course is designed for students interested in pursuing careers in mental health services and medicine.

## Shiley-Marcos School of Engineering

### Dean

Chell A. Roberts, PhD

### Administration

John Glick, PhD, Chair, Computer Science and General Engineering

Frank G. Jacobitz, PhD, Chair, Department of Mechanical Engineering

Susan M. Lord, PhD, Chair, Department of Integrated Engineering

Mikaya L. D. Lumori, PhD, Chair, Department of Electrical Engineering

Rick T. Olson, PhD, Associate Dean

Truc T. Ngo, PhD, Chair, Department of Industrial and Systems Engineering

### Vision

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

### Mission

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

### Values

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

Our engineering programs are crafted to meet the traditions of USD for quality undergraduate education, the need for a more broadly-educated engineer capable of meeting the future demands and challenges of changing technology in a global economy and society, and the curriculum requirements for professional accreditation. The programs are nine-semester, integrated programs of study leading to a Bachelor of Science/Bachelor of Arts (BS/BA) dual degree in a specified field of engineering. In addition to a sound preparation in engineering

science, design, and professional practice, the curricula address written and oral communication, human values and relations, and ethics.

The computer science program is a four-year program leading to either a Bachelor of Science degree, or a Bachelor of Arts degree. Both degrees are rooted in the system of principles and theory that define what computers do. The Bachelor of Arts degree is well-suited for students who want a strong foundation in the fundamentals of computing. Many of these students will complement the degree with minor or second major. The Bachelor of Science degree provides a more comprehensive understanding of computer science and is ideal for the student who envisions a career in the field of computer science.

### Unique Features

The engineering programs are undergraduate programs culminating in a unique dual BS/BA degree that is a consequence of the combination of intensive technical education and the USD emphasis on a broad liberal education. Each engineering program has breadth and depth in the engineering discipline, including an extensive laboratory component in outstanding laboratory facilities dedicated to undergraduate instruction. USD engineering students can expect a personalized education in small classes with a curriculum that emphasizes preparation for work in industry and the development of professionalism and values.

### Professional Accreditation

The engineering programs are accredited by the Engineering Accreditation Commission (EAC) of ABET, <http://www.abet.org>, the recognized accreditor of college and university programs in engineering. ABET accreditation demonstrates the engineering programs’ commitment to providing its students with a quality education. The electrical engineering program, the industrial & systems engineering program, and the mechanical engineering program have each achieved this goal and have been accredited since 1992, 2001 and 2008, respectively. The BS/BA in Engineering degree and BS in Computer Science are pursuing accreditation of their programs.

### Academic Advising

All students in the Shiley-Marcos School of Engineering are assigned a faculty advisor who tracks the student’s progress toward attaining their degree. The advisor and student work together to ensure that the student is making satisfactory progress toward graduation. First-year students are assigned an advisor when they enroll in an engineering or computer science LLC class during their first semester. The Engineering Advisor also supports students with common advising and registration concerns. Transfer students are initially advised by the Engineering Advisor, Associate Dean of Engineering or the chair of the appropriate program and then assigned a permanent engineering advisor.

### Recommended Prior Preparation

To complete an engineering program following a standard pattern, incoming students should be prepared to enroll in calculus, English composition, and the third semester of a second language. Background deficiencies in any of the above areas may be removed at USD, but this will increase the minimum requirements for graduation in an engineering major.

Transfer students and other students seriously considering an engineering major are encouraged to contact the Shiley-Marcos School of Engineering to receive academic advising at the earliest opportunity. The first two years of the engineering programs at USD are closely coordinated with those of many community colleges and state universities in California, making it possible to transfer from such institutions to USD with minimal disruption. While the engineering programs are designed to be completed in 9 semesters, students



may be able to complete engineering degree requirements in four years with a combination of prior preparation, AP credit and intersession or summer study.

## *Support for ROTC Students*

Army, Navy, and Air Force ROTC requirements add 18 to 21 units to the standard program for engineering majors. To meet the needs of the involved officer training corps and the major, students often take classes during Intersession and Summer Session. Students in these programs should consult with their faculty advisor or and Engineering Advisor to identify classes that may satisfy requirements in both their ROTC, and engineering programs. The NROTC scholarship covers the full engineering program. However, benefits beyond four years must be requested through the naval science department.

## *Engineering Advisory Board*

The purpose of the Engineering Advisory Board is to help the engineering programs form plans and implement strategies for growth that serve the San Diego technical community while the programs serve the mission of the university. The current board draws its membership from among highly placed leaders in the technical community across several important industries, including telecommunications, energy, aerospace & defense, biotechnology, and semiconductor electronics. Since 1994, the Engineering Advisory Board has helped USD engineering to form plans and implement strategies in the following areas: 1) long-range planning for the continued development of engineering at USD; 2) development and promotion of cooperative programs and relations with industry and the San Diego community; 3) assisting in seeking sources of support for engineering and science programs and facilities; and 4) advising the USD engineering faculty and administration on issues related to the growth and evolution of the engineering program.

## *Connect Career Readiness Program*

In addition to completing the university core curriculum and the requirements for their major, each student in the Shiley-Marcos School of Engineering must complete the Connect Career Readiness Program. The Connect Career Readiness Program supports students as they navigate the transition to post-graduate life. Through program events and activities, students will learn to recognize the connections between their interests and academic choices, emphasizing the value of professional development. They will also participate in various types of experiences that will help them explore career opportunities, gain valuable skills, and build professional networks.

### *Program Requirements: Complete 12 Connect Points*

The Connect Program requires students to earn twelve compass points including required points which all students complete, and flexible points that reflect their interests.

### *Required Points (3 points)*

1. **Connect Orientation:** All students must complete a Connect Orientation
2. **Networking Event:** All students must attend at least one networking event to complete the Connect Program. Networking events have a built-in programmatic element that helps students utilize their community and grow their network.
3. **Senior Graduation Survey:** All students must take the senior graduation survey that is administered through the MySanDiego portal.

### *Flexible Points (9 points)*

In addition to required points, students must earn nine flexible Connect points. Points are earned by attending approved networking events, or by completing experiential education activities such as internships, research, or activities with

community partners. A student can earn up to three of the flexible points prior to declaring a major.

For more information visit, Connect Career Readiness Program (<https://www.sandiego.edu/engineering/resources/careers/>).

## *Special Restrictions on the Use of the Pass/Fail Option*

For engineering majors, the pass/fail option is not permitted in any course required by specific course prefix and title in the appropriate required program of study, or for the major-required electives. With the foregoing exceptions, the general university pass/fail regulations apply. See Academic Regulations (p. 49) for more information on pass/fail.

## *Residency Requirement*

Computer Science degrees require that a minimum of 15 units of upper division engineering classes be taken at USD. Engineering programs require that a minimum of 24 units of upper division engineering classes be taken at USD.

## *Center for Cyber Security Engineering and Technology*

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

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

## *Computer Science*

### *Chair*

John Glick, PhD

### *Faculty*

Saturnino Garcia, PhD

John Glick, PhD

Mark Heckman, PhD

Eric Jiang, PhD

Jennifer Olsen, PhD

Computer science is the system of principles and theory which deals with what computers do. It studies the nature of computation. For any given problem, it asks whether the answer can be computed, and, if so, what are the most efficient

and practical ways to do the computation. (Often the methods that are best for machines are quite different from those that are practical for human beings.)

Computers are machines that manipulate abstract symbols according to specified rules. Therefore, computer science relies heavily on abstract reasoning and mathematics. The mathematics involved is usually quite different, however, from traditional mathematics. Much of it has been developed recently in response to the development of computers.

As an academic discipline within the liberal arts tradition, computer science has ties with many other disciplines. The natural sciences provide the physical principles upon which computers are built. Computer science serves the sciences, engineering and business in providing the means to perform complex calculations and to analyze large amounts of data. Psychology and philosophy share with computer science the desire to understand the nature of reason, language and intelligence.

The most important skills needed by a prospective computer scientist are an excellent command of one's native language and the ability to think in a mathematical way.

## The Computer Science Major (BS)

### Preparation for the Major

Code	Title	Units
<b>Required Courses</b>		
COMP 110	Computational Problem Solving	3.5
COMP 120	Programming Abstractions and Methodologies	3.5
COMP 230	Advanced Computational Problem Modeling	3.5
COMP 280	Introduction to Computer Systems	3.5
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 262	Discrete Mathematics	3
or MATH 260	Foundations of Higher Mathematics	
MATH 320	Linear Algebra	3
ISYE 330	Engineering Probability and Statistics	3
Natural Science <sup>1</sup>		6
<b>Total Units</b>		<b>37</b>

<sup>1</sup> Approved natural science classes include BIOL 240, BIOL 242, BIOL 300, CHEM 151, CHEM 152, EOSC 104, EOSC 105, EOSC 110, EOSC 123, EOSC 220, PHYS 136, PHYS 137, PHYS 270, PHYS 271, and their associated laboratories. Please consult with a computer science advisor for additional information.

### Major Requirements

Code	Title	Units
<b>Required Core Computer Science Courses</b>		
COMP 305	Object-Oriented Design and Programming	3
COMP 370	Automata, Computability and Formal Languages	3
COMP 480	Algorithms	3
COMP 491	Senior Project I	3
COMP 492	Senior Project II	3
<b>Systems Courses</b>		
Select two of the following courses:		7
COMP 300	Principles of Digital Hardware	
COMP 310	Operating Systems	
COMP 375	Networking	

### Upper-Division Elective Courses

Select nine upper-division units from the following:		9
COMP 340	Numerical Analysis	
COMP 341	Numerical Analysis II	
COMP 345	Database Management Systems Design	
COMP 350	Computer Graphics	
COMP 360	Principles of Programming Languages	
COMP 365	Principles of Information Security	
COMP 380	Neural Networks	
COMP 382	Introduction to Data Mining	
COMP 421	Embedded Software Development	
COMP 422	Advanced Embedded Software Development	
COMP 494	Special Topics in Computer Science	
COMP 499	Independent Study	
CYBR 501	Introduction to Cybersecurity Concepts and Tools	
CYBR 502	Cybersecurity Network Defense	
<b>Total Units</b>		<b>31</b>

Notes:

- 1) At least 15 of the the upper-division units in the the major must be completed at USD.
- 2) Permission from the chair of computer science and the dean of the Shiley-Marcos School of Engineering is required before enrolling in CYBR 501 or CYBR 502.
- 3) Students may not receive credit towards their undergraduate degree for both COMP 365 and CYBR 501 or CYBR 502.

### Additional Requirements:

All computer science majors must satisfy the core curriculum specified by the university and the Connect Career Readiness Program (<https://www.sandiego.edu/engineering/resources/careers/connect>).

### Recommended Program of Study: Computer Science (BS)

#### First Year

Semester I		Units
COMP 110	Computational Problem Solving	3.5
MATH 150	Calculus I	4
Core Curriculum		9

#### Semester II

COMP 120	Programming Abstractions and Methodologies	3.5
MATH 151	Calculus II	4
MATH 262	Discrete Mathematics	3
Core Curriculum		6

#### Second Year

##### Semester I

COMP 280	Introduction to Computer Systems	3.5
ISYE 330	Engineering Probability and Statistics	3
Core Curriculum		9.5-11.5

##### Semester II

COMP 230	Advanced Computational Problem Modeling	3.5
COMP Systems Course		3.5
MATH 320	Linear Algebra	3
Core Curriculum and Electives		6.5-8.5

**Third Year****Semester I**

COMP 305	Object-Oriented Design and Programming	3
COMP Systems Course or Upper-Division COMP Elective		3-3.5
Core Curriculum and Electives		9-12

**Semester II**

COMP 480	Algorithms	3
COMP Systems Course or Upper-Division COMP Elective		3-3.5
Upper-Division COMP Elective		3
Core Curriculum and Electives		6

**Senior Year****Semester I**

COMP 491	Senior Project I	3
COMP 370	Automata, Computability and Formal Languages	3
Core Curriculum and Electives		9-12

**Semester II**

COMP 492	Senior Project II	3
Upper-Division COMP Elective		3
Core Curriculum and Electives		9-12

**Concentrations in Computer Science (9 - 9.5 units)**

Concentrations allow majors to develop a level of depth in a particular area of computer science. Courses taken toward a concentration may also apply to the upper-division elective requirements of the major. Concentrations are optional, and so are not required by the computer science major. Participation in the cyber security concentration requires approval of the chair of computer science and the dean of the Shiley-Marcos School of Engineering.

Code	Title	Units
<b>Concentration in Embedded Software Development</b>		
COMP 421	Embedded Software Development	3
COMP 422	Advanced Embedded Software Development	3
One of the following courses:		3-3.5
COMP 365	Principles of Information Security	
COMP 375	Networking	
<b>Total Units</b>		<b>9-9.5</b>

Code	Title	Units
<b>Concentration in Human-Computer Interaction</b>		
COMP 331	User-Centered Design and Prototyping	3
COMP 332	Human-Centered Systems	3
COMP 333	Human-Centered Data Science	3
<b>Total Units</b>		<b>9</b>

Code	Title	Units
<b>Concentration in Cyber Security</b>		
CYBR 501	Introduction to Cybersecurity Concepts and Tools	3
CYBR 502	Cybersecurity Network Defense	3
One of the following:		3-3.5
COMP 375	Networking	
An additional CYBR course		
<b>Total Units</b>		<b>9-9.5</b>

Notes:

- 1) Permission from the chair of computer science and the dean of the Shiley-Marcos School of Engineering is required before enrolling in 500-level CYBR courses.
- 2) Students applying COMP 375 to the Embedded Software Development, or Cyber Security concentration may not use COMP 375 to also satisfy the systems course requirement in the computer science major.
- 2) Students completing the Cyber Security concentration by taking nine units of 500-level CYBR classes must be enrolled in the Combined Undergraduate Computer Science and MS in Cyber Security Engineering program at the time the third CYBR course is taken.

**Combined BS or BA Computer Science and Master of Science in Cyber Security Engineering (MSCSE) Program**

A student who has applied, accepted, and indicated that they will enter the MSCSE program, can apply up to twelve 500-level CYBR units to both their undergraduate degree requirements in Computer Science, and to the requirements of the MSCSE program. Those units shall include CYBR 501 and CYBR 502, and any of the following CYBR courses: 503, 504, 506, 508, 510, and 512.

The MSCSE program requires 30 units (computer science majors do not need to take a 6-unit course in software, operating systems, and networking fundamentals that would bring the unit count to 36), and MSCSE students take 6 units per semester. So a student who completes 12 units as an undergraduate can complete the remaining 18 units in three terms (summer, fall, and spring). Thus, a student can earn a BS or BA in computer science plus an MS in Cyber Security Engineering in 4 years of undergraduate coursework plus 1 year of graduate coursework.

**The Computer Science Major (BA)**  
**Preparation for the Major**

Code	Title	Units
<b>Required Courses</b>		
COMP 110	Computational Problem Solving	3.5
COMP 120	Programming Abstractions and Methodologies	3.5
COMP 230	Advanced Computational Problem Modeling	3.5
COMP 280	Introduction to Computer Systems	3.5
MATH 150	Calculus I	4
MATH 260	Foundations of Higher Mathematics	3
	or MATH 262 Discrete Mathematics	
<b>Elective Math Course</b>		
Select one of the following:		3
ISYE 330	Engineering Probability and Statistics	
MATH 320	Linear Algebra	
<b>Total Units</b>		<b>24</b>

**Major Requirements**

Code	Title	Units
<b>Required Core Computer Science Courses</b>		
COMP 305	Object-Oriented Design and Programming	3
COMP 480	Algorithms	3
COMP 491	Senior Project I	3
COMP 492	Senior Project II	3
<b>Systems Course</b>		
Select one of the following courses:		3.5
COMP 300	Principles of Digital Hardware	
COMP 310	Operating Systems	

COMP 375	Networking	
<b>Upper-Division Elective Courses</b>		
Select nine upper-division units from the following:		9
COMP 340	Numerical Analysis	
COMP 341	Numerical Analysis II	
COMP 345	Database Management Systems Design	
COMP 350	Computer Graphics	
COMP 360	Principles of Programming Languages	
COMP 365	Principles of Information Security	
COMP 370	Automata, Computability and Formal Languages	
COMP 380	Neural Networks	
COMP 382	Introduction to Data Mining	
COMP 421	Embedded Software Development	
COMP 422	Advanced Embedded Software Development	
COMP 494	Special Topics in Computer Science	
COMP 499	Independent Study	
CYBR 501	Introduction to Cybersecurity Concepts and Tools	
CYBR 502	Cybersecurity Network Defense	
<b>Total Units</b>		<b>24.5</b>

**Notes:**

- 1) At least 15 of the upper-division units in the major must be completed at USD.
- 2) Permission from the chair of computer science and the dean of the Shiley-Marcos School of Engineering is required before enrolling in CYBR 501 or CYBR 502.
- 3) Students may not receive credit towards their undergraduate degree for both COMP 365 and CYBR 501 or CYBR 502.

**Additional Requirements:**

All computer science majors must satisfy the core curriculum specified by the university and the Connect Career Readiness Program (<https://www.sandiego.edu/engineering/resources/careers/connect>).

**Recommended Program of Study: Computer Science (BA)****First Year**

Semester I		Units
COMP 110	Computational Problem Solving	3.5
MATH 150	Calculus I	4
Core Curriculum		9

**Semester II**

COMP 120	Programming Abstractions and Methodologies	3.5
Core Curriculum		9
MATH 262 or 260	Discrete Mathematics Foundations of Higher Mathematics	3

**Second Year****Semester I**

COMP 280	Introduction to Computer Systems	3.5
ISYE 330 or MATH 320	Engineering Probability and Statistics Linear Algebra	3
CC		9-11.5

**Semester II**

COMP 230	Advanced Computational Problem Modeling	3.5
Core Curriculum and Electives		12-14.5

**Third Year****Semester I**

COMP 305	Object-Oriented Design and Programming	3
COMP Systems Course or Upper-Division COMP Elective		3
Core Curriculum and Electives		10-12

**Semester II**

COMP 480	Algorithms	3
COMP Systems Course or Upper-Division COMP Elective		3
Core Curriculum and Electives		10-12

**Senior Year****Semester I**

COMP 491	Senior Project I	3
Upper-Division COMP Elective		3
Core Curriculum and Electives		9-12

**Semester II**

COMP 492	Senior Project II	3
Upper-Division COMP Elective		3
Core Curriculum and Electives		9-12

**Concentrations in Computer Science (9 - 9.5 units)**

Concentrations allow majors to develop a level of depth in a particular area of computer science. Courses taken toward a concentration may also apply to the upper-division elective requirements of the major. Concentrations are optional, and so are not required by the computer science major. Participation in the cyber security concentration requires approval of the chair of computer science and the dean of the Shiley-Marcos School of Engineering.

Code	Title	Units
<b>Concentration in Embedded Software Development</b>		
COMP 421	Embedded Software Development	3
COMP 422	Advanced Embedded Software Development	3
One of the following courses:		3-3.5
COMP 365	Principles of Information Security	
COMP 375	Networking	
<b>Total Units</b>		<b>9-9.5</b>

Code	Title	Units
<b>Concentration in Human-Computer Interaction</b>		
COMP 331	User-Centered Design and Prototyping	3
COMP 332	Human-Centered Systems	3
COMP 333	Human-Centered Data Science	3
<b>Total Units</b>		<b>9</b>

Code	Title	Units
<b>Concentration in Cyber Security</b>		
CYBR 501	Introduction to Cybersecurity Concepts and Tools	3
CYBR 502	Cybersecurity Network Defense	3
One of the following:		3-3.5
COMP 375	Networking	
An additional CYBR course numbered CYBR 503 or higher		
<b>Total Units</b>		<b>9-9.5</b>

**Notes:**



- 1) Permission from the chair of computer science and the dean of the Shiley-Marcos School of Engineering is required before enrolling in 500-level CYBR courses.
- 2) Students applying COMP 375 to the Embedded Software Development, or Cyber Security concentration may not also use it to satisfy the systems course requirement in the computer science major.
- 3) Students completing the Cyber Security concentration by taking nine units of 500-level CYBR classes must be enrolled in the Combined Undergraduate Computer Science and MS in Cyber Security Engineering program at the time the third CYBR course is taken.

### *Combined BS or BA Computer Science and Master of Science in Cyber Security Engineering (MSCSE) Program*

A student who has applied, accepted, and indicated that they will enter the MSCSE program, can apply up to twelve 500-level CYBR units to both their undergraduate degree requirements in Computer Science, and to the requirements of the MSCSE program. Those units shall include CYBR 501, CYBR 502, and any of the following: CYBR courses: 503, 504, 506, 508, 510, and 512.

The MSCSE program requires 30 units (computer science majors do not need to take a 6-unit course in software, operating systems, and networking fundamentals that would bring the unit count to 36), and MSCSE students take 6 units per semester. So a student who completes 12 units as an undergraduate can complete the remaining 18 units in three terms (summer, fall, and spring). Thus, a student can earn a BS or BA in computer science plus an MS in Cyber Security Engineering in 4 years of undergraduate coursework plus 1 year of graduate coursework.

## *The Computer Science Minors*

Students wishing to major in another field while also developing competency in the use of computers are encouraged to choose one of the minors described below.

### *The Minor in Computer Science*

The computer science minor is intended for students who have a general interest in the workings and uses of computers. Minimum requirements for the minor in computer science are:

Code	Title	Units
COMP 110	Computational Problem Solving	3-3.5
or COMP 150	Computer Programming I	
COMP 120	Programming Abstractions and Methodologies	3-3.5
or COMP 151	Computer Programming II	
12 additional units <sup>1</sup>		12
<b>Total Units</b>		<b>18-19</b>

<sup>1</sup> At least 9 of which are in upper division courses, excluding COMP 498.

Note: Neither COMP 100 nor COMP 498 may be applied toward the requirements for the minor in computer science.

### *The Minor in Information Science*

The information science minor is intended for students who have a special interest in the analysis, design, implementation, and use of computer-based information systems and organizations. Minimum requirements for the minor in information science are:

Code	Title	Units
COMP 110	Computational Problem Solving	3.5
COMP 120	Programming Abstractions and Methodologies	3.5
COMP 230	Advanced Computational Problem Modeling	3.5

ITMG 350	Management Information Systems	3
Nine additional units <sup>1</sup>		9

<sup>1</sup> At least 6 of which are in upper division courses chosen from:

1. the computer science offerings listed in this course catalog, excluding COMP 100 and COMP 498. COMP 345 is highly recommended.
2. ITMG 350 Management Information Systems

### **COMP 100 | INTRODUCTORY COMPUTER PROGRAMMING**

**Units: 3 Repeatability: No**

An elementary introduction to computer programming and applications for non-majors and non-minors. Computer organization; problem solving; algorithms; structured programming in a simple computer language; computer applications; and current issues and trends in computer science. This course does not satisfy any of the requirements for the computer science major or minor and is not a substitute for COMP 150.

### **COMP 110 | COMPUTATIONAL PROBLEM SOLVING**

**Units: 3.5 Repeatability: No**

Prerequisites: MATH 115 with a minimum grade of C- or MATH 150 or MATH 151

An introduction to computational problem solving using the Python programming language. Students will learn the basic elements of programming (e.g. conditionals, loops, inputs/outputs), modular program design, and the basics of data abstraction through object-oriented programming.

### **COMP 120 | PROGRAMMING ABSTRACTIONS AND METHODOLOGIES**

**Units: 3.5 Repeatability: No**

Prerequisites: COMP 110 with a minimum grade of C-

A continued exploration of computational problem solving, with a focus on using abstraction to manage program complexity. Students will learn to use both functional and data abstractions, analyze the time and space complexity of algorithms, and utilize functional, object-oriented, and event-driven paradigms within their programs.

### **COMP 150 | COMPUTER PROGRAMMING I**

**Units: 3**

Prerequisites: MATH 115 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year or MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- Algorithms and programming in a selected computer language; expressions, statements, basic data types; sequence, decision, iteration; functions and procedures; arrays; recursion; file input and output; loop invariants; syntax analysis; and program design, documentation, validation, and debugging. Prereq: MATH 115 with a minimum grade of C-, or pass Level 2 mathematics placement exam. COMP 100 is not a prerequisite.

### **COMP 151 | COMPUTER PROGRAMMING II**

**Units: 3 Repeatability: No**

Prerequisites: COMP 150 with a minimum grade of C-

Continuation of COMP 150. Basic data structures, including lists, stacks, queues, and binary trees; abstract data types; sorting and searching algorithms; exception handling; event driven programming;.

### **COMP 160 | PROGRAMMING LANGUAGES**

**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: COMP 110 with a minimum grade of C-

Introduction to a particular high-level programming language such as C, C++, Java, Ruby, MATLAB, and Maple. Programming assignments appropriate to the language studied. This course does not satisfy any of the requirements for the major in computer science.

**COMP 230 | ADVANCED COMPUTATIONAL PROBLEM MODELING****Units: 3.5 Repeatability: No**

Prerequisites: (COMP 120 with a minimum grade of C- or COMP 151 with a minimum grade of C-) and (MATH 160 with a minimum grade of C- or MATH 260 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-)

Advanced data structures (e.g. graphs, priority queues, quad trees, etc.) from the perspective of solving advanced computational problems. Students will learn to program in the Java programming language using object-oriented features such as inheritance, interfaces and generics.

**COMP 280 | INTRODUCTION TO COMPUTER SYSTEMS****Units: 3.5 Repeatability: No**

Prerequisites: COMP 120 with a minimum grade of C- or COMP 151 with a minimum grade of C-

Introduction to computer systems; data representation; machine/assembly languages; memory organization; virtual memory; and concurrency.

**COMP 285 | DATA STRUCTURES & ALGORITHMS****Units: 3**

Prerequisites: (COMP 151 with a minimum grade of C- and MATH 160 with a minimum grade of C-)

Data structures, algorithm analysis and general programming design and applications; balanced trees, hashing, priority queues, sets, and graphs; more on sorting and searching; Prereq: COMP 151 with a grade of C- or better and MATH 160 with a grade of C- or better.

**COMP 294 | SPECIAL TOPICS IN COMPUTER SCIENCE****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics course in areas of special interest to computer science. May be repeated for credit with a different topic.

**COMP 299 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual study including library or laboratory research or program writing. A written report is required. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

**COMP 300 | PRINCIPLES OF DIGITAL HARDWARE****Units: 3.5 Repeatability: No**

Prerequisites: MATH 160 with a minimum grade of C- and COMP 280 with a minimum grade of C-

Combinational and sequential logic, registers, arithmetic units. Introduction to computer architecture. Three lectures and one laboratory per week.

**COMP 305 | OBJECT-ORIENTED DESIGN AND PROGRAMMING****Units: 3 Repeatability: No**

Prerequisites: COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-

Classes, encapsulation, inheritance, polymorphism, class derivation, abstract classes, namespaces, function overloading and overriding, function name overload resolution, container classes, template classes; unified modeling language (UML); constructing conceptual models, system sequence diagrams; design patterns; case studies.

**COMP 310 | OPERATING SYSTEMS****Units: 3.5 Repeatability: No**

Prerequisites: COMP 280 with a minimum grade of C-

Principles of computer operating systems; process management; memory management; file systems; protection; deadlock. Concurrent programming.

**COMP 331 | USER-CENTERED DESIGN AND PROTOTYPING****Units: 3 Repeatability: No**

Prerequisites: COMP 110 with a minimum grade of C-

To develop effective software products, Human-Computer Interaction (HCI) methods are needed to align user needs with the product design. Some considerations in this design are how to maximize usefulness and enjoyment while reducing frustration and human error. HCI methods draw from a range of disciplines including computer science, cognitive science, and design. In this course, we will engage in a user-centered approach to this design problem including ideation, evaluation of systems based on design principles, gathering and evaluation of user needs, and rapid prototyping and testing of designs.

**COMP 332 | HUMAN-CENTERED SYSTEMS****Units: 3 Repeatability: No**

Prerequisites: COMP 120 with a minimum grade of C-

Computing systems are everywhere in our daily lives as tools to complete tasks and guiding our decisions through providing information. In this course, we will discuss the interaction techniques through which we use these systems. As part of this conversation we will discuss different forms of human-centered systems such as personal computing, VR/AR, robotics, ubiquitous computing, and social computing and principles of human factors that guide the design of these systems.

**COMP 333 | HUMAN-CENTERED DATA SCIENCE****Units: 3 Repeatability: No**

Prerequisites: COMP 110 with a minimum grade of C- and (MATH 115 with a minimum grade of C- or MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)

Data is constantly being collected through our everyday computing devices and one question is what do we do with it. With human-centered systems, data can be used to both provide users with a better experience, test the current experience, and provide information to the user. In this class, we will address how to measure the effectiveness of a user system - including the collection of data and testing, the use of machine learning to support human behaviors, and how to visualize data for humans to interpret along with the ethics of this data collection and use.

**COMP 340 | NUMERICAL ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: (COMP 110 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and MATH 151 with a minimum grade of C-

Approximate computations and round-off errors; Taylor expansions; numerical solution of equations and systems of equations; systems of linear equations; numerical integration; numerical solution of differential equations; interpolation; and problem solving on the computer.

**COMP 341 | NUMERICAL ANALYSIS II****Units: 3**

Prerequisites: MATH 250 with a minimum grade of C- and MATH 320 with a minimum grade of C- and MATH 330 with a minimum grade of C- (Can be taken Concurrently) and COMP 340 with a minimum grade of C-

Estimation of eigenvalues and eigenvectors of matrices; numerical solutions of differential equations, existence, and stability theory; and computer lab assignments. Prereq: MATH 250, 320, 330 (may be taken concurrently), and COMP 340, all with a grade of C- or better. Cross-listed as MATH 341.

**COMP 345 | DATABASE MANAGEMENT SYSTEMS DESIGN****Units: 3 Repeatability: No**

Prerequisites: COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-

Introduction to database concepts; data models; query facilities; and file organization and security.

**COMP 350 | COMPUTER GRAPHICS****Units: 3 Repeatability: No**

Prerequisites: (COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-) and MATH 320 with a minimum grade of C-  
The development of high-level, device-independent graphics routines; basic line drawing algorithms, text design, and other graphics primitives; 2-D representations of coordinate systems, image segmentation, and windowing.

**COMP 355 | DIGITAL MODELING AND SIMULATION****Units: 3**

Prerequisites: MATH 151 with a minimum grade of C- and COMP 305 with a minimum grade of C-  
Mathematical modeling; probabilistic and deterministic simulations; pseudo-random number generators; event generators; queuing theory; game theory; and continuous models involving ordinary and partial differential equations. Prereq: COMP 305 with a grade of C- or better and MATH 151 with a grade of C- or better.

**COMP 360 | PRINCIPLES OF PROGRAMMING LANGUAGES****Units: 3 Repeatability: No**

Prerequisites: (COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-) and (MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C-) or (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)  
The organization of programming languages with emphasis on language semantics; language definition, data types, and control structures of various languages.

**COMP 365 | PRINCIPLES OF INFORMATION SECURITY****Units: 3 Repeatability: No**

Prerequisites: COMP 280 with a minimum grade of C-  
Introduction to fundamental concepts in cyber security: policies, threats, vulnerabilities, risk and controls; Identification and authentication; Access control; Cryptographic mechanisms: Ciphers, hashes, message authentication codes, and digital certificates; Malware, infection vectors, and mitigations; Attacks on various application domains, such as web applications; Tools and techniques for developing secure software.

**COMP 370 | AUTOMATA, COMPUTABILITY AND FORMAL LANGUAGES****Units: 3 Repeatability: No**

Prerequisites: (COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-) and (MATH 160 with a minimum grade of C- or MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)  
Finite state machines; formal grammars; computability and Turing machines.

**COMP 375 | NETWORKING****Units: 3.5 Repeatability: No**

Prerequisites: COMP 280 with a minimum grade of C-  
Introduction to the design and implementation of computer and communication networks. The focus is on the concepts and the fundamental design principles that have contributed to the global Internet's success. Topics covered will include MAC layer design (Ethernet/802.11), the TCP/IP protocol stack, routing algorithms, congestion control and reliability, and applications (HTTP, FTP, etc.) and advanced topics such as peer-to-peer networks and network simulation tools. Recent trends in networking such as multimedia networking, mobile/cellular networks and sensor networks will also be discussed. Prereq: COMP 280 with a grade of C- or better.

**COMP 380 | NEURAL NETWORKS****Units: 3 Repeatability: No**

Prerequisites: (COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-) and (MATH 160 with a minimum grade of C- or MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)

A study of the fundamental concepts, architectures, learning algorithms and applications of various artificial neural networks, including perceptron, Kohonen self organizing maps, learning vector quantization, backpropagation, and radial basis functions.

**COMP 382 | INTRODUCTION TO DATA MINING****Units: 3 Repeatability: No**

Prerequisites: (COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-) and ISYE 330 with a minimum grade of C-  
The course provides a comprehensive introduction to data mining with a primary focus on fundamental concepts, algorithms and applications of association analysis, classification and clustering modeling. It will also cover ethical issues related to data mining.

**COMP 421 | EMBEDDED SOFTWARE DEVELOPMENT****Units: 3 Repeatability: No**

Prerequisites: COMP 280 with a minimum grade of C-  
Development of "bare metal" embedded software, running on a microcontroller with no operating system support. Real-time requirements for finishing tasks within a fixed interval of time and for responding to asynchronous events are emphasized, along with techniques for writing reliable code for a memory-constrained microcontroller. All code is written in C using freely available development tools.

**COMP 422 | ADVANCED EMBEDDED SOFTWARE DEVELOPMENT****Units: 3 Repeatability: No**

Prerequisites: COMP 421 with a minimum grade of C- or GENG 421 with a minimum grade of C-  
Development of embedded software (firmware) using a real-time operating system (RTOS). Development of an application as a set of independent threads that communicate with each other via message queues and semaphores.

**COMP 465W | SOFTWARE ENGINEERING****Units: 3****Non-Core Attributes: Writing-Pre F17 CORE**

Prerequisites: COMP 305 with a minimum grade of C-  
Theoretical and practical aspects of software development; project planning; requirements and specification; general and detailed design; implementation; validation and verification; formal documentation. Students will participate in developing documentation for a large software project. Prereq: COMP 305 with a grade of C- or better.

**COMP 480 | ALGORITHMS****Units: 3 Repeatability: No**

Prerequisites: (COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-) and (MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)  
Advanced theory of algorithms. Topics may include: algorithm analysis; algorithm design techniques; and computational complexity.

**COMP 491 | SENIOR PROJECT I****Units: 3 Repeatability: No**

Prerequisites: COMP 305  
Students will develop professional skills in realistic software design and engineering, including human/computer interface design techniques, software architecture, teamwork, and project management, incorporating technical and non-technical considerations. Work will prepare students for implementing, testing and documenting the project in COMP 492, Senior Project II.

**COMP 492 | SENIOR PROJECT II****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: COMP 491 or COMP 465W

This course is the second semester of the required two semester senior capstone experience for the computer science majors. In this course, students working in teams integrate their training in computer science and other disciplines, to implement, test, and document a significant piece of software based on a design developed in the first semester of the capstone experience, COMP 491. Students document their work, and demonstrate it in multiple public venues.

**COMP 494 | SPECIAL TOPICS IN COMPUTER SCIENCE****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics course in areas of special interest to computer science. May be repeated for credit with a different topic.

**COMP 495 | SENIOR PROJECT****Units: 2 Repeatability: No**

Prerequisites: COMP 465W or COMP 491

The course involves participation in a capstone senior project of substantial interest to computer scientists. Emphasis is on the design and implementation of computer systems for real-world problems. A final written report and oral presentation in the presence of other students and faculty are required.

**COMP 496 | UNDERGRADUATE RESEARCH****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

Faculty-directed undergraduate research in computer science. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in engineering. Prior approval by department chair is required. May be repeated for credit.

**COMP 498 | INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Practical experience in the application of the principles of computer science. Students will be involved in a software or hardware project. Enrollment is arranged on an individual basis according to the student's interest, background, and the availability of positions. A written report is required. Units may not normally be applied toward the major or minor in computer science. COMP 498 may be repeated for a total of three units.

**COMP 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual study including library or laboratory research or program writing. A written report is required. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

## Electrical Engineering

### Chair

Mikaya L. D. Lumori, PhD

### Faculty

Ernest M. Kim, PhD, PE

Kathleen A. Kramer, PhD

Michael S. Morse, PhD, JD

Subramanian Shastri, PhD

Electrical engineering (EE) is a profession that uses science, mathematics, computers and other technology, coupled with problem solving skills, to design, construct and maintain products, services and systems using electricity and electronics. Electrical engineers research, design, develop and operate

the many electrical systems and components that run our world. Electrical engineers are often associated with computer chips, power generation or telecommunications. However, electrical engineers also specialize in such work as circuit design, computers and automatic control systems, microelectronics, electronic photography and television, energy sources and systems, and solid-state materials and devices. Electrical engineers work in the communications, aerospace, computer, electrical power, medical, semiconductor and consumer electronics industries. Electrical engineering is a field with diverse challenges and many opportunities.

The EE program at USD encompasses a breadth of traditional fields and provides depth in electronics, signal analysis and digital systems. In addition, students complete the broad range of core curriculum requirements that lead to a unique dual BS/BA degree in electrical engineering. Within the curriculum, special emphasis is placed upon engineering design and the use of the computer both as an engineering tool and as an integral component in systems. Both emphases are integrated throughout the curriculum with basic concepts introduced during the first two years followed by increasing levels of application complexity throughout the upper division courses.

## Educational Objectives

- Are able to apply their electrical engineering and broad academic backgrounds in their professional and personal endeavors
- Can adapt to evolving job responsibilities
- Can contribute effectively on a team and provide leadership in their professional careers

To achieve these objectives, the EE program has been designed to ensure that graduates have achieved the following outcomes including an ability to:

- identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics
- apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors
- communicate effectively with a range of audiences
- recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
- develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- acquire and apply new knowledge as needed, using appropriate learning strategies
- apply knowledge of probability and statistics to applications in electrical engineering.

Fast-changing technologies in the field of electrical engineering mean that life-long learning is a necessity for members of the profession. The significance of electrical engineering technologies in affecting the quality of life throughout the world creates additional professional responsibilities. As part of these professional obligations, all EE majors are expected to maintain student membership in the Institute of Electrical and Electronic Engineers, Inc. (IEEE).

## Electrical Engineering Advisory Board

The Electrical Engineering Advisory Board (EEAB) was organized in Summer 2001 to represent the interests of the electrical engineering industry and alumni



to the electrical engineering program. The board, composed of representatives from companies such as SAIC, General Atomics, ViaSat Inc., and SDGE, serves to expand the level and role of industry affiliates in the continued development of the electrical engineering program and in the promotion of cooperative programs and relations with industry and the San Diego community.

## Available Minors

The electrical engineering standard pattern qualifies students for a minor in mathematics without any additional courses. Interested majors should apply to the mathematics department for specific approval of the minor. Minors are possible in other areas, particularly computer science or physics, but also business administration, etc., by the addition of courses not included in the engineering standard patterns. The interested student should consult this course catalog or the specific department for guidance, as well as an engineering advisor for career-oriented advice.

## The Electrical Engineering Major

### Preparation for Major

The mathematics, science, and engineering courses listed below also satisfy the core curriculum requirements in mathematics competency, natural sciences, and upper division writing. In support of the professional practice of engineering, there are requirements for knowledge of communication and engineering ethics.

These courses also fulfill university core requirements. In addition, economics (ECON 101 or 102) is recommended.

Code	Title	Units
<b>Mathematics and Science Requirements</b>		
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
MATH 310	Applied Mathematics for Science and Engineering I	3
MATH 311	Applied Mathematics for Science and Engineering II	3
ISYE 330	Engineering Probability and Statistics	3
or MATH 315	Applied Probability and Statistics	
PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
Life Science Elective		3
Total Mathematics and Science Units		36
<b>Engineering Core Requirements</b>		
COMP 110	Computational Problem Solving	3.5
or ENGR 121	Engineering Programming	
ENGR 101	Introduction to Engineering	3
ENGR 102	Introduction to Electromechanical System Design	3
ENGR 103	User-Centered Design	3
MENG 210	Statics	3
MENG 260	Introduction to Thermal Sciences	3
or PHYS 272	Introduction to Modern Physics	
Total Engineering Core Units		18
<b>Engineering Professional Practice Requirements</b>		
COMM 203	Public Speaking <sup>1</sup>	3

PHIL 342	Engineering Ethics	3
Total Professional Practice Requirements		6

<sup>1</sup> ROTC Students may substitute NAVS 201, MILS 301, or SDSU AS 300A for COMM 203 in the engineering program. These classes will not satisfy university core requirements.

## Electrical Engineering Requirements

These courses include units in electrical engineering science and design. These classes are required by the major:

Code	Title	Units
ELEC 201	Electrical Circuits	4
ELEC 201L	Electrical Circuits Lab	0
ELEC 301	Electronics I	4
ELEC 302	Electronics II	4
ELEC 310	Embedded Systems Design	4
ELEC 311	Semiconductor Electronic Devices	3
ELEC 320	Principles of Electrical Power	3
ELEC 340	Digital Design	4
ELEC 350	Signals and Systems	3
ELEC 430	Applied Electromagnetics	4
ELEC 460	Control Systems Engineering	4
ELEC 470	Communication Principles and Circuits	4
ELEC 491W	Electrical Engineering Design and Practice I	4
ELEC 492	Electrical Engineering Design and Practice II	3

### Approved Electives

Six units from the following approved electives (including at least two 3 or 4 unit courses):

ELEC 403	Advanced Electronic Circuit Design
ELEC 410	Microcomputer-Based Systems Design
ELEC 432	Radio Frequency and Microwave Engineering
ELEC 450	Digital Signal Processing and Applications
ELEC 456	Biomedical Instrumentation
ENGR 465	Forensic Engineering
ELEC 472	Wireless and Digital Communications
ELEC 480	Optoelectronic Materials and Devices
ELEC 494	Special Topics in Electrical Engineering
COMP 340	Numerical Analysis
COMP 375	Networking
COMP 380	Neural Networks

**Total Units** **54**

New elective offerings are often made available; a complete list of approved electives can be obtained from the chair of electrical engineering.

## Additional Requirements:

All electrical engineering majors must satisfy the core curriculum specified by the university and the Connect Career Readiness Program (<https://www.sandiego.edu/engineering/resources/careers/connect> (<https://www.sandiego.edu/engineering/resources/careers/connect/>)).

## Required Program of Study: Electrical Engineering

### First Year

#### Semester I

ENGR 101	Introduction to Engineering
MATH 150	Calculus I
CHEM 151 & 151L	General Chemistry I
Or	

COMP 110 or ENGR 121	Computational Problem Solving Engineering Programming
CC Electives	

#### Semester II

ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design
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MATH 151	Calculus II
COMP 110 or ENGR 121	Computational Problem Solving Engineering Programming

Or	
CHEM 151 & 151L	General Chemistry I
PHYS 270 & 270L	Introduction to Mechanics
CC Elective	

### Sophomore Year

#### Semester I

ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design
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MATH 310	Applied Mathematics for Science and Engineering I
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PHYS 271 & 271L	Introduction to Electricity and Magnetism
CC Electives	

#### Semester II

ELEC 201	Electrical Circuits
MATH 250	Calculus III
ISYE 330	Engineering Probability and Statistics
MENG 210	Statics
PHYS 272 or MENG 260	Introduction to Modern Physics Introduction to Thermal Sciences

### Junior Year

#### Semester I

ELEC 301	Electronics I
ELEC 340	Digital Design
ELEC 311	Semiconductor Electronic Devices
MATH 311	Applied Mathematics for Science and Engineering II
CC elective	

#### Semester II

ELEC 302	Electronics II
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#### Units

3	ELEC 310	Embedded Systems Design	4
4	ELEC 350	Signals and Systems	3
4	CC elective		6

### Senior Year

#### Semester I

3	ELEC 320	Principles of Electrical Power	3
4	ELEC 430	Applied Electromagnetics	4
4	ELEC 470	Communication Principles and Circuits	4
4	ELEC 491W	Electrical Engineering Design and Practice I	4

#### Semester II

3.5	ELEC 460	Control Systems Engineering	4
6	ELEC 492	Electrical Engineering Design and Practice II	3
6	ELEC elective		3
3	CC elective		6

### Senior Year 2

#### Semester I

4	ELEC elective		3
3.5	CC electives		12

### ELEC 102 | INTRODUCTION TO ELECTRO-TECHNOLOGY PRACTICE

#### Units: 3

#### Non-Core Attributes: Physical Science-Pre F17 CORE

4	Introduction to the underlying scientific principles of electrical and electronic technologies encountered in our daily lives. This course answers how and why
3	for the student with minimal background in physical science. Foundations of both historic and emerging technologies, and how they affect our environment and society are presented. This course fulfills a non-laboratory core curriculum Physical Science requirement for non-majors. Three hours lecture-recitation-
3	demonstration per week.

### ELEC 201 | ELECTRICAL CIRCUITS

#### Units: 4 Repeatability: No

3	Prerequisites: MATH 310 (Can be taken Concurrently) and PHYS 271
4	Corequisites: ELEC 201L
6	Electrical element physical behavior and component models; network laws and analysis techniques; time and frequency domain techniques for the analysis of linear networks; computer-aided analysis using SPICE or approved equivalent; introduction to AC power; laboratory circuit design, testing, and verification.
4	Three hours lecture and one three-hour laboratory weekly. Fall and spring semesters.

### ELEC 201L | ELECTRICAL CIRCUITS LAB

#### Units: 0 Repeatability: No

3	Prerequisites: ELEC 201 (Can be taken Concurrently)
3	Laboratory for ELEC 201.

### ELEC 294 | SPECIAL TOPICS IN ELECTRICAL ENGINEERING

#### Units: 1-4 Repeatability: Yes (Can be repeated for Credit)

4	Special topics seminar in areas of special interest to electrical/electronics/ computer engineering. May be repeated for credit with a different topic.
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### ELEC 299 | INDEPENDENT STUDY

#### Units: 1-3 Repeatability: Yes (Can be repeated for Credit)

3	Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.
3	

**ELEC 301 | ELECTRONICS I****Units: 4**

Prerequisites: ELEC 201

Analysis and design of analog and digital electronic devices, circuits and systems including single and multiple transistor amplifiers, logic gates and other digital logic building block elements; low frequency models of bipolar junction transistors and field effect transistors; design features and characteristics of integrated circuit operational amplifiers; computer-aided analysis and design using SPICE; laboratory design, testing and verification. Three hours lecture and one three-hour laboratory weekly. Fall semester.

**ELEC 302 | ELECTRONICS II****Units: 4**

Prerequisites: ELEC 301 and ELEC 350 (Can be taken Concurrently)

Electronic circuit design including integrated circuit realizations; computer-aided design using SPICE; power amplifiers and output stages; design of feedback amplifiers and active filters; frequency response including high frequency models of electronic devices; laboratory design, testing and verification. Three hours lecture and one three-hour laboratory weekly. Spring semester.

**ELEC 310 | EMBEDDED SYSTEMS DESIGN****Units: 4 Repeatability: No**

Prerequisites: (COMP 110 or ENGR 121 or COMP 150) or ELEC 340

Introduction to a basic microprocessor and its applications; microcomputer systems organization; memory and I/O device interfacing; assembly language programming of a basic microprocessor; use of assemblers and other development tools. Three hours lecture and one three-hour laboratory weekly. Spring semester.

**ELEC 310L | INTRODUCTION TO MICROCOMPUTERS****Units: 1**

**Non-Core Attributes: Lab**

**ELEC 311 | SEMICONDUCTOR ELECTRONIC DEVICES****Units: 3 Repeatability: No**

Prerequisites: CHEM 151 and CHEM 151L and MATH 151 and PHYS 271

Semiconductor fundamentals and basic application including crystal structure and energy bands, charge carriers and their movements in crystal (thermal motion, drift, and diffusion) physics of semiconductors under non-equilibrium (generation and recombination, quasi-Fermi levels, and light-generated carriers), P-N junctions, field effect transistors, bipolar junction transistors. Three hours weekly. Fall semester.

**ELEC 320 | PRINCIPLES OF ELECTRICAL POWER****Units: 3**

Prerequisites: ELEC 201

Fundamentals of electrical power circuits and devices; electromechanical energy conversion; theory and analysis of magnetic circuits and transformers; theory and analysis of DC and AC electric machines including steady-state and dynamic characteristics. Three hours lecture weekly. Fall semester.

**ELEC 340 | DIGITAL DESIGN****Units: 4**

Prerequisites: (ENGR 121 or COMP 150) and ELEC 201

Analysis and design of combinational and sequential digital circuits; digital circuit design using MSI, LSI, and VLSI; digital systems design using programmable logic devices; design and simulation using a hardware description language; asynchronous sequential logic; digital electronics. Three hours lecture and one three-hour laboratory weekly. Fall semester.

**ELEC 350 | SIGNALS AND SYSTEMS****Units: 3 Repeatability: No**

Prerequisites: (COMP 110 or ENGR 121 or COMP 150) and MATH 310 and ELEC 201 and MATH 311 (Can be taken Concurrently)

Methods of analysis for linear, time-invariant systems; time and frequency domain analysis; Fourier series; Laplace and Fourier Transform methods of analysis; state variable representation; sampling theorem; simulation diagrams and system realization; introduction to discrete-time approximations and analysis; computer-aided analysis and simulation using MATLAB or equivalent. Three hours lecture weekly. Spring semester.

**ELEC 403 | ADVANCED ELECTRONIC CIRCUIT DESIGN****Units: 3**

Prerequisites: ELEC 302

Analysis and design of analog and digital electronic circuits and systems including: oscillators, waveform generation, communication circuits, power electronics, and digital gates; computer-aided analysis and design; lecture/recitation and occasional lab/demonstration.

**ELEC 410 | MICROCOMPUTER-BASED SYSTEMS DESIGN****Units: 4**

Prerequisites: ELEC 310

Use of microcomputer as an engineering system component in design; systems characteristics and programming of microprocessors, microcontrollers and related architectures; data acquisition, control, timing, I/O, and interfacing; use of computer-aided tools for design and evaluation of microcomputer-based systems; design projects.

**ELEC 430 | APPLIED ELECTROMAGNETICS****Units: 4 Repeatability: No**

Prerequisites: MATH 311 and PHYS 271 and ELEC 350

Principles of electromagnetic fields, propagation, and transmission; Maxwell's equations and classical solutions using boundary conditions; microwave transmission line principles and applications; waveguides; introduction to antennas. Computer-aided analysis and design. Fall semester.

**ELEC 432 | RADIO FREQUENCY AND MICROWAVE ENGINEERING****Units: 3**

Prerequisites: MATH 311 and ELEC 302 and ELEC 430 (Can be taken Concurrently)

An introduction to the design and analysis of active and passive radio frequency and microwave circuits. Topics include radio frequency and microwave circuit analysis, measurement methods, transmission line structures, matching networks, oscillators, and mixers. Computer-aided analysis and design.

**ELEC 450 | DIGITAL SIGNAL PROCESSING AND APPLICATIONS****Units: 3**

Prerequisites: ELEC 350 and (ISYE 330 (Can be taken Concurrently) or MATH 315 (Can be taken Concurrently))

Analysis and design of sampled-data and discrete-time systems; z-transform and state-space techniques; introduction to hardware implementation; principles of digital signal processing and control including noise considerations; computer-aided analysis and design.

**ELEC 456 | BIOMEDICAL INSTRUMENTATION****Units: 3**

Prerequisites: ELEC 302

Techniques and equipment used by engineers in biomedical signal acquisition, biomedical signal analysis, and medical environment. Theory and application of biomedical technology. Basics of and requirements for biosignal transducing, amplification, and processing. Topics include current biomedical imaging technology, biomedical safety, and biomedical ethics.

**ELEC 460 | CONTROL SYSTEMS ENGINEERING****Units: 4**

Prerequisites: ELEC 320 and ELEC 350 and MATH 311

Analysis and design of linear feedback systems; control components; time, frequency, and transform domain representations and design techniques; systems specifications, performance indices, evaluation and testing; controller and compensator design; complex frequency and state-variable techniques. Introduction to sampled-data systems. Computer-aided design and simulation. Three hours lecture and one three-hour laboratory weekly. Spring semester.

**ELEC 470 | COMMUNICATION PRINCIPLES AND CIRCUITS****Units: 4**

Prerequisites: ELEC 302 and ELEC 350 and MATH 311 and (ISYE 330 (Can be taken Concurrently) or MATH 315 (Can be taken Concurrently))

Signal analysis; analog and digital modulation and detection techniques; modern communication circuits and devices. Application of probability theory and random processes to communication systems. Three hours lecture and one three-hour laboratory weekly. Fall semester.

**ELEC 472 | WIRELESS AND DIGITAL COMMUNICATIONS****Units: 3**

Prerequisites: ELEC 470

Digital and wireless communication systems and modulation techniques. Schemes for multiplexing and multiple access in wireless networks. Propagation and channel coding issues. Practical issues in the design and development of cellular, satellite-based, and other wireless communication systems.

**ELEC 472L | WIRELESS AND DIGITAL COMMUNICATIONS LAB****Units: 1**

Prerequisites: ELEC 470 and ELEC 472 (Can be taken Concurrently)

**ELEC 480 | OPTOELECTRONIC MATERIALS AND DEVICES****Units: 3**

Prerequisites: ENGR 311 and ELEC 301

Introduction to the operation and design of optoelectronic materials and devices including compound semiconductors, fabrication, crystal growth, and devices such as lasers, LEDs, and detectors.

**ELEC 491W | ELECTRICAL ENGINEERING DESIGN AND PRACTICE I****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: ELEC 302 and ELEC 310 and ELEC 350

Proposal and concept design phase of a capstone project culminating in a documented and approved project to be implemented in Electrical Engineering Design and Practice II (ELEC 492). Working as a multidisciplinary team, an iterative design process is applied to a major design experience based on the knowledge and skills acquired in earlier course work. Stages of design include problem identification, formulation of requirements, research and analysis, evaluation of alternatives, use of modern design methods and engineering techniques that incorporate realistic constraints, project planning, testing and proof-of-concept. Societal, ethical, and professional practice considerations are integrated into the design process. Three hours lecture-recitation and one three-hour laboratory weekly. Fall semester.

**ELEC 492 | ELECTRICAL ENGINEERING DESIGN AND PRACTICE II****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: ELEC 491W

Principles of engineering design culminating in a project that applies and integrates topics in electrical and electronic circuits, signals, and systems; technical and non-technical considerations; research, planning, analysis, detail design, prototyping, implementation, testing, evaluation, and documentation of an engineering design project; design reviews including written reports and oral presentations to multiple audiences. Two hours of lecture and four hours of laboratory weekly. Spring semester.

**ELEC 494 | SPECIAL TOPICS IN ELECTRICAL ENGINEERING****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics seminar in areas of special interest to electrical/electronics/computer engineering. May be repeated for credit with a different topic.

**ELEC 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Faculty-directed undergraduate research in electrical engineering. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in the EE major. Prior approval by the department chair is required. May be repeated for credit.

**ELEC 498 | INTERNSHIP/CO-OP EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Directed upper division level internship/ co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit.

**ELEC 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

# Engineering

## Courses

**ENGR 101 | INTRODUCTION TO ENGINEERING****Units: 3 Repeatability: No****Core Attributes: Science/Tech Inquiry area**

Prerequisites: MATH 150 (Can be taken Concurrently)

Introduction to the field of engineering. Students work in small teams to solve open-ended interdisciplinary design problems, including concept generation, analysis, computer aided design (CAD) modeling, construction, testing, development, and documentation. The project work is enhanced with lectures, activities, and reading on design, manufacturing, and engineering tools. Intended for majors in engineering or those exploring careers in engineering. Four hours lecture-laboratory weekly.

**ENGR 102 | INTRODUCTION TO ELECTROMECHANICAL SYSTEM DESIGN****Units: 3 Repeatability: No**

Prerequisites: ENGR 101 and MATH 150 and MATH 151 (Can be taken Concurrently) and (ENGR 121 or COMP 110 or COMP 150) and PHYS 270 (Can be taken Concurrently)

Introduction to the use of sensors, actuators, controllers, and computer interfaces for the use with electro-mechanical systems. Application of the engineering design process culminating in a team-based design project.

**ENGR 103 | USER-CENTERED DESIGN****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1**

Prerequisites: ENGR 101 and MATH 150 and MATH 151 (Can be taken Concurrently)

Introduction to strategies for developing designs that emphasize how users will interact with the final product. Iterative design methods to elicit user requirements, generate alternative designs, develop low-fidelity prototypes, and evaluate designs from the user's perspective. Individual and collaborative strategies for design thinking, concept development, and functional evaluation.



**ENGR 110 | THE DESIGN OF COFFEE****Units: 3 Repeatability: No****Core Attributes: Science/Tech Inquiry area****Non-Core Attributes: Lab**

This course serves as an introduction to how engineers approach and solve problems, demonstrated by the process of roasting and brewing coffee. Students will be introduced to basic principles of engineering analysis and design, and guided through a series of laboratory experiments testing the effect of design choices on the sensory quality of coffee. Both qualitative and quantitative concepts will be included in the course, along with discussion on the implications of coffee production and harvesting on land use, agriculture industry, labor force, economies, and societies. This course fulfills a Scientific and Technological Inquiry core curriculum requirement for non-majors. Concurrent registration in MATH 115 or higher recommended.

**ENGR 121 | ENGINEERING PROGRAMMING****Units: 3 Repeatability: No****Prerequisites:** MATH 150 (Can be taken Concurrently)

Fundamentals of computer usage and programming in a structured, high-level language as commonly used in engineering systems development and applications; modular programming principles; use of the operating system and language constructs for program input/output; object-oriented programming. Three hours lecture weekly.

**ENGR 241 | ACOUSTICS OF MUSICAL INSTRUMENTS****Units: 3 Repeatability: No****Core Attributes: Science/Tech Inquiry area**

An exploration of the acoustical properties of musical instruments that combines the concepts of musical acoustics with the design and construction of musical instruments. Analysis of musical tones using instrumentation. Analysis of vibrating structures using SolidWorks. The course will culminate in student innovative design projects. Not intended for engineering majors.

**ENGR 294 | SPECIAL TOPICS IN ENGINEERING****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics in various areas of engineering theory and practice. May be repeated for credit with a different topic.

**ENGR 296 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Faculty-directed undergraduate research in engineering. Problem selected after consultation with faculty. Written report required. Prior approval by department chair or dean is required.

**ENGR 298 | INTERNSHIP/CO-OP EXPERIENCE****Units: 1-3**

Directed lower division internship or co-operative experience in an engineering or related activity. Usually involves a three-month summer work assignment with industrial firms or government agencies. Written report required. Credit not applicable to minimum engineering program graduation requirements. May be repeated for credit.

**ENGR 299 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

**ENGR 311 | ENGINEERING MATERIALS SCIENCE****Units: 3 Repeatability: No****Prerequisites:** (CHEM 151 and CHEM 151L) and MATH 151 and PHYS 271

Basic concepts of material structure and its relation to properties; atomic structure; mechanical, electrical, and magnetic properties; engineering applications; introduction to semiconductor physics. Three hours lecture weekly. Fall semester.

**ENGR 315 | COFFEE: ENGINEERING, THE GLOBAL INDUSTRY AND SOCIAL JUSTICE****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2****Non-Core Attributes: Lab****Prerequisites:** ISYE 330

This course introduces students to the engineering, science and economic aspects of the coffee growing, harvesting, production, distribution, roasting, grinding and brewing processes. Students will apply fundamental principles of engineering analysis and design, and be guided through a series of laboratory experiments testing the effect of design choices on the sensory quality and measured properties of brewed coffee. This course examines both historical and contemporary systems of the coffee industry and the constructs that have dominated its social, economic and political aspects. Students will also critically examine and recognize how different cultures and social statuses may lead to disparities in coffee experiences, and explore the social, economic and environmental impacts of the coffee industry around the world. Students may not receive credit for both ENGR 110 and ENGR 315.

**ENGR 351 | COMMUNITY-BASED PARTICIPATORY ENGINEERING APPRENTICESHIP****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2****Prerequisites:** ENGR 103

Interdisciplinary apprenticeship course to support engineers' ability to work with community groups around socio-technical problems. Explorations of the historical and contemporary contexts and impacts of designs, systems, processes and products surrounding and involving engineering and engineers will be applied to a community context. Collaborations with communities to share knowledge and understanding and to co-create project briefs related to engineering in support of social justice.

**ENGR 465 | FORENSIC ENGINEERING****Units: 3 Repeatability: No**

This course deals with the interaction between the engineering and legal communities. Through case studies, students will learn about the legalities associated with being an engineer. The analysis stage of the engineering design process will be dissected and viewed as it is interpreted by the courts. Standard of care and legal standards for review of engineering design will be discussed. Duties of the engineer, the manufacturer, and the end user will be compared and contrasted. Students will perform forensic analyses of product failure cases. Legal concepts will be conveyed via case studies and Law Review articles.

**ENGR 494 | SPECIAL TOPICS IN ENGINEERING****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics course in areas of special interest to engineering. May be repeated for credit with a different topic.

**ENGR 496 | UNDERGRADUATE RESEARCH****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

Faculty-directed undergraduate research in engineering. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in engineering. Prior approval by department chair or dean is required. May be repeated for credit.

**ENGR 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Prerequisites:** (MATH 130 or MATH 150)

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

# Industrial & Systems Engineering

## Department Chair

Truc T. Ngo, PhD, Chair

## Faculty

Bradley Chase, PhD, MPH

Odesma Dalrymple, PhD

Maryam Keshtzari, PhD

Jae D. Kim, PhD

Leonard A. Perry, PhD

Rick T. Olson, PhD

Chell A. Roberts, PhD

Industrial & Systems Engineering (ISyE) applies basic engineering skills from mathematics and the physical sciences, specialized analysis techniques and an understanding of how people interact with machines and each other to design and evaluate the performance of systems in industry and in the service sector. Examples of the types of systems that may be analyzed by ISyEs include health care delivery systems, product distribution systems and manufacturing systems. The factor that most distinguishes ISyE from other engineering disciplines is the attention devoted to human involvement in the systems being analyzed.

## Educational Objectives

The ISyE program seeks to develop graduates who:

- Have established careers in industrial and systems engineering in industry, service, consulting, or government organizations.
- Design, develop and implement sustainable, value-added improvements to integrated industrial and service systems to achieve organizational goals.
- Collaborate and communicate effectively with others as members or leaders of engineering or multidisciplinary teams.
- Continue to develop skills in engineering, business, management, leadership, or other industrial and systems engineering related fields.

To achieve these objectives, the ISyE program has been designed to ensure that graduates have achieved the following outcomes, including the ability to:

- identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics
- apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors
- communicate effectively with a range of audiences
- recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
- develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions

- acquire and apply new knowledge as needed, using appropriate learning strategies.

Coursework in the ISyE program emphasizes the process of developing analytical models for systems and using computer-based techniques to explore ways in which the systems can be made to function more efficiently. The upper-division ISyE courses emphasize the general principles of designing and evaluating systems and the application of these principles to many different types of systems.

The ISyE major student is expected to be involved in professional aspects of the field. Since the engineering profession places a high value on professional society involvement, students enrolled in the Industrial & Systems Engineering major are expected to be active student members of the Institute of Industrial and Systems Engineers (IISE).

## Industrial & Systems Engineering Advisory Board

The Industrial & Systems Engineering Advisory Board (ISyEAB) was organized in Summer 2001 to represent the interests of the Industrial & Systems Engineering industry and alumni to the industrial and systems engineering program. The board, composed of representatives from companies such as Northrop Grumman, Thermo Fisher Scientific, Sharp Healthcare, Scripps Health, BAE Systems, SPAWAR Systems Center, and the Kiran Group, serves to expand the level and role of industry affiliates in the continued development of the program and in the promotion of cooperative programs and relations with industry and the San Diego community.

## The ISyE Major

### Preparation for the Major

Preparation for the major requirements are the completion of the following courses with a grade point average of 2.0 or better.

Code	Title	Units
<b>Mathematics and Science</b>		
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 310	Applied Mathematics for Science and Engineering I	3
Math Elective <sup>1</sup>		3
PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
Total Mathematics and Science Units		26
<b>Engineering Core:</b>		
ENGR 101	Introduction to Engineering	3
ENGR 102	Introduction to Electromechanical System Design	3
ENGR 103	User-Centered Design	3
ENGR 121 or COMP 110	Engineering Programming Computational Problem Solving	3
MENG 210	Statics	3
Engineering Elective <sup>2</sup>		3
Total Engineering Core Units		18
Total Preparation for Major Units (Minimum)		44

<sup>1</sup> MATH 250, MATH 222, MATH 262 or another mathematics class approved by ISyE chair.

<sup>2</sup> ELEC 201, MENG 260, GENG 288 or another engineering course approved by ISyE chair.

## Industrial & Systems Engineering Requirements

These courses include units in ISyE science and design. These classes are required by the major. A grade of C- or better is required in ISYE 330. A minimum of 34 units of Preparation for the Major must be completed before taking ISYE 305, ISYE 310, and ISYE 340.

Code	Title	Units
PHIL 342	Engineering Ethics <sup>3</sup>	3
MENG 311 or ENGR 311	Materials Science and Engineering Engineering Materials Science	3
ISYE 220	Engineering Economics	3
ISYE 305	Industrial and Systems Engineering Professional Practice	3
ISYE 310	Work Analysis and Design	4
ISYE 320	Introduction to Systems Engineering	3
ISYE 330	Engineering Probability and Statistics	3
ISYE 335	Six Sigma - Process Improvement Methods	4
ISYE 340	Operations Research I	3
ISYE 350 & 350L	Manufacturing Processes and Manufacturing Processes Laboratory	4
ISYE 420	Simulation of Production and Service Systems	4
ISYE 430	Design and Analysis of Engineering Experiments	3
ISYE 440	Operations Research II	3
ISYE 460	Operations and Supply Chain Management	3
ISYE 470	Facilities Planning	3
ISYE 492	Industrial and Systems Engineering Design Project	3
ISYE Electives <sup>4</sup>		15
<b>Total Units</b>		<b>67</b>

<sup>3</sup> The following courses are also acceptable: PHIL 332 (Business Ethics), PHIL 338 (Environmental Ethics), PHIL 345 (Computer Ethics)

<sup>4</sup> Students must select 15 units of ISyE program electives. Nine units of these electives must be upper division within the school of engineering. Three of the remaining six units must be upper division. The currently approved engineering upper division electives include ISYE 380, ISYE 385, ISYE 410, ISYE 450, ISYE 480, NAVS 301, and ISYE 494 special topics courses. Consult with the ISyE chair for other approved electives.

*Note: Most engineering, and many mathematics and science courses, required by the engineering program are offered only in the fall or spring semester, but not both. Consult individual course sections for semester offering pattern, or see an engineering advisor.*

## Additional Requirements

All industrial and systems engineering majors must satisfy the core curriculum specified by the university and the Connect Career Readiness Program (<https://www.sandiego.edu/engineering/resources/careers/connect> (<https://www.sandiego.edu/engineering/resources/careers/connect/>)).

## Concentration in Sustainability (12 units)

This Concentration in Sustainability allows ISyE majors to delve more into sustainable engineering concepts and practices to improve process and system designs/configurations. Upon completing the cluster of required courses, students will have a portfolio of projects, problem solving and hands-on practices demonstrating their competency in the subject matter. The Sustainability Concentration is intended to be an integral part of the existent ISyE BS/BA degree program. Students are required to complete a minimum of 12 course units with letter grades of C- or better. Students may use all 12 concentration units towards their ISyE program electives. Course requirements include the following:

Code	Title	Units
Required Courses:		
ISYE 380	Sustainability and Engineering	3
ISYE 385	Technology, Environment and Society	3
Select two of the following courses:		
EOSC/BIOL 112	Ecology and Environmental Biology	3-4
EOSC 305	Environmental Assessment Practices	3
CHEM 355	Environmental Chemistry	3
BSCM 305	Sustainable Global Supply Chain Management	3
ECON 308	Environmental and Natural Resource Economics	3
ETLW 302	Business and Society	3
ETLW 403	Environmental Management	3
MSRE 517	Sustainable Real Estate	2

Or another sustainability related course approved by ISyE department chair.

## Recommended Program of Study: Industrial & Systems Engineering

### First Year

Semester I		Units
ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Or		
ENGR 121 or COMP 110	Engineering Programming Computational Problem Solving	3
CC Electives		6

### Semester II

ENGR 103 or 102	User-Centered Design Introduction to Electromechanical System Design	3
ENGR 121 or COMP 110	Engineering Programming Computational Problem Solving	3
Or		
CHEM 151 & 151L	General Chemistry I	4
MATH 151	Calculus II	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC Elective		3

### Sophomore Year

#### Semester I

ENGR 103 or 102 User-Centered Design  
Introduction to Electromechanical System Design

MATH 310 Applied Mathematics for Science and Engineering I

PHYS 271 & 271L Introduction to Electricity and Magnetism

CC Electives

## Semester II

ISYE 330 Engineering Probability and Statistics

MENG 210 Statics

Math Elective

Engineering Elective

CC Elective

## Junior Year

### Semester I

ISYE 220 Engineering Economics

ISYE 305 Industrial and Systems Engineering Professional Practice

ISYE 310 Work Analysis and Design

ISYE 340 Operations Research I

MENG 311 or ENGR 311 Materials Science and Engineering  
Engineering Materials Science

### Semester II

ISYE 320 Introduction to Systems Engineering

ISYE 335 Six Sigma - Process Improvement Methods

ISYE 350 Manufacturing Processes  
& 350L

ISYE 440 Operations Research II

ISyE Program Elective I

## Senior Year

### Semester I

ISYE 420 Simulation of Production and Service Systems

ISYE 430 Design and Analysis of Engineering  
Experiments

ISYE 470 Facilities Planning

ISyE Program Elective II

CC Elective

### Semester II

ISYE 460 Operations and Supply Chain Management

ISYE 492 Industrial and Systems Engineering Design  
Project

ISyE Program Elective III

ISyE Program Elective IV

CC Elective

## Senior Year 2

### Semester I

CC Electives

ISyE Program Elective V

### 3 ISYE 220 | ENGINEERING ECONOMICS

**Units: 3 Repeatability: No**

Prerequisites: ISYE 330 (Can be taken Concurrently)

3 Principles of financial analysis appropriate for evaluating the economic impact of engineering projects. Three hours lecture weekly.

### 4 ISYE 294 | SPECIAL TOPICS IN INDUSTRIAL AND SYSTEMS ENGINEERING

**Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

6 Special topics seminar in areas of special interest to Industrial & Systems Engineering. May be repeated for credit with a different topic. Upper division standing in the ISYE major.

### 3 ISYE 299 | INDEPENDENT STUDY

**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

3 Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

### ISYE 305 | INDUSTRIAL AND SYSTEMS ENGINEERING PROFESSIONAL PRACTICE

**Units: 3 Repeatability: No**

3 **Core Attributes: Advanced writing competency, Oral communication competency**

4 Prerequisites: FYW 150 and ISYE 310 (Can be taken Concurrently)

3 An introduction to professional skills needed for success in industry including written communication, oral communication, teamwork, leadership skills, and career management. Topics and projects include iterative writing process, literature reviews, technical reports, peer review techniques, self-awareness, emotional intelligence, personal branding, and global/intercultural awareness. Three hours lecture weekly.

### 4 ISYE 310 | WORK ANALYSIS AND DESIGN

**Units: 4 Repeatability: No**

Prerequisites: ISYE 330 (Can be taken Concurrently)

3 Introduction to the fundamental methods for analyzing and designing procedures to perform operations in the workplace. Includes time and motion study, methods improvement and workplace design. Three hours lecture and one three-hour laboratory weekly. Junior standing in engineering. Fall semester.

### 4 ISYE 320 | INTRODUCTION TO SYSTEMS ENGINEERING

**Units: 3 Repeatability: No**

3 Prerequisites: ISYE 220 with a minimum grade of C- and ISYE 330 with a minimum grade of C- and ISYE 305

3 This course introduces the theory and methods used to design and analyze systems. System life-cycle principle and different stages of the system development process are examined, practiced and applied to create integrated solutions to an engineering problem.

### 3 ISYE 330 | ENGINEERING PROBABILITY AND STATISTICS

**Units: 3 Repeatability: No**

**Core Attributes: Quantitative reasoning comp**

Prerequisites: MATH 151

3 Introduction to probability and applied statistics within an engineering context. Topics include probability, discrete and continuous probability distributions, and statistical tests and confidence intervals for one and two samples. Three hours lecture weekly. Fall and Spring semesters.

### ISYE 335 | SIX SIGMA - PROCESS IMPROVEMENT METHODS

**Units: 4 Repeatability: No**

15 Prerequisites: ISYE 310 and ISYE 330 with a minimum grade of C-

3 Application of statistics to improving quality and productivity. Introduction to Six Sigma quality methodology and the DMAIC (define, measure, analyze, improve, and control) problem-solving strategy for continuous quality improvement. Three hours lecture and one three-hour laboratory weekly. Spring semester.



**ISYE 340 | OPERATIONS RESEARCH I****Units: 3 Repeatability: No**

Prerequisites: (MATH 310 or MATH 320)

Deterministic models and methods in operations research. Simplex method, sensitivity analysis, integer programming and network algorithms. Emphasis on modeling and interpreting solutions to problems encountered by industrial and systems engineers. Three hours lecture weekly.

**ISYE 350 | MANUFACTURING PROCESSES****Units: 3 Repeatability: No**

Prerequisites: (MENG 311 or ENGR 311) and MENG 210

Corequisites: ISYE 350L

Description, classification and analysis of manufacturing processes used in the transformation of different raw materials (e.g. metals, polymers, composites, etc.) into consumer or capital goods. Topics include: analysis of variables that affect process operations, performance, quality, cost, sustainability and the design of process plans.

**ISYE 350L | MANUFACTURING PROCESSES LABORATORY****Units: 1 Repeatability: No**

Corequisites: ISYE 350

Applications of theoretical concepts learned in the Manufacturing Processes lecture class to design products, develop computer codes for machining, and produce parts out of various starting materials such as metals and plastics while considering quality, cost and sustainability implications. Manufacturing methods include, but not limited to: computer numerical control (CNC) machining, computer-aided manufacturing (CAM), welding, plastics forming, and design for manufacturing and assembly.

**ISYE 380 | SUSTAINABILITY AND ENGINEERING****Units: 3 Repeatability: No**

The course provides an interdisciplinary overview of the engineering roles and opportunities to improve the sustainability of engineering products, processes and systems. Topics include carbon footprint, life cycle assessment, design for sustainability, wastes and recycling, energy and water.

**ISYE 385 | TECHNOLOGY, ENVIRONMENT AND SOCIETY****Units: 3 Repeatability: No**

Prerequisites: ISYE 380

An interdisciplinary course that evaluates options for improving energy and resource productivity from the perspective of technology, economics, natural ecosystems, and public policy. Course covers methods for analyzing the environmental impacts of industrial and consumer activities. Topics include industrial ecosystems, life cycle assessments, and policy options for environmental sustainability. Analysis of the balance between resource availability and demand, and the relationship between energy use and technology will be explored.

**ISYE 391W | INDUSTRIAL AND SYSTEMS ENGINEERING PROFESSIONAL PRACTICE****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: ISYE 310 (Can be taken Concurrently)

Development of skills and knowledge needed to successfully manage projects in ISyE. Topics include project management, teamwork, the role of ISyE in an organization, career planning, formal memo writing, oral and written reports incorporating peer review, iterative drafting techniques, and formal final multimedia presentation incorporating peer review. Three hours lecture weekly.

**ISYE 410 | HUMAN FACTORS****Units: 3 Repeatability: No**

Prerequisites: ISYE 330

An introduction to the field of ergonomics/human factors engineering. Principles of workplace and environmental design to conform to the physical and mental abilities and limitations of people are presented.

**ISYE 420 | SIMULATION OF PRODUCTION AND SERVICE SYSTEMS****Units: 4 Repeatability: No**

Prerequisites: (ENGR 121 or COMP 110) and ISYE 440

Modeling and analysis of systems using computer-based discrete event simulation. Principles of modeling, validation, and output analysis are developed using high-level simulation languages. Three hours lecture and one three-hour laboratory weekly. Fall semester.

**ISYE 430 | DESIGN AND ANALYSIS OF ENGINEERING EXPERIMENTS****Units: 3 Repeatability: No**

Prerequisites: ISYE 335

Systematic application of statistical techniques to the design and analysis of engineering experiments. Application of experimental design to develop models and improve quality and performance of products, processes, and services. Topics will include analysis of variance, single factor experiments, factorial and fractional factorial experimental designs, screening designs, optimality designs, and response surface designs. Fall semester.

**ISYE 440 | OPERATIONS RESEARCH II****Units: 3 Repeatability: No**

Prerequisites: ISYE 330 with a minimum grade of C- and ISYE 340

Methods for developing and analyzing stochastic operations research models. Topics include Poisson processes, Markov processes, queuing, and decision theory. Three hours lecture weekly. Spring semester.

**ISYE 450 | MANUFACTURING SYSTEMS****Units: 3 Repeatability: No**

Prerequisites: ISYE 350 and (ENGR 121 or COMP 110 or COMP 150)

Introduction to principles of manufacturing automation and analysis of automated systems. Topics include process and machine control, control systems, programmable logic controllers, robotics, computer vision and material handling systems. Two hours lecture and one two-hour laboratory weekly. Fall semester.

**ISYE 460 | OPERATIONS AND SUPPLY CHAIN MANAGEMENT****Units: 3**

Prerequisites: ISYE 220 and ISYE 340

Concepts in planning, controlling, and managing the operations function of manufacturing and service firms. Topics include operations strategy, forecasting, capacity, production planning and control, and trends in operations and supply chain management. Emphasis on the development and use of mathematical models and algorithms used to analyze and improve the use of material, labor and information in various processes. Three hours lecture weekly. Spring semester.

**ISYE 470 | FACILITIES PLANNING****Units: 3 Repeatability: No**

Prerequisites: ISYE 310 and ISYE 340

Analysis and design of production and service facilities. Analytical and computer-based techniques to assist with strategic planning, process design, material handling and flow, layout and facility location. Three hours lecture weekly. Fall semester.

**ISYE 480 | DATA SCIENCE AND ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: ISYE 330 and (ENGR 121 or COMP 110)

Course explores different types of statistical methods for analyzing data. The course begins with a focus on measurement, inferential statistics, and causal inference. Then different techniques are applied for analyzing and viewing data with a strong focus on applying this knowledge to real-world data problems. Topics in quantitative techniques include descriptive and inferential statistics, regression, classification, clustering, and machine learning (ML) algorithms. Three hours of lecture weekly.

**ISYE 491 | ISYE SENIOR DESIGN PREPARATION****Units: 1 Repeatability: No**

Corequisites: ISYE 420, ISYE 430, ISYE 470

In this course, students will complete preliminary work to prepare for ISYE 492 Senior Design Project. This includes project sponsor onboarding logistics/paperwork and drafting preliminary project charter including problem statement and Gantt chart.

**ISYE 492 | INDUSTRIAL AND SYSTEMS ENGINEERING DESIGN PROJECT****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: ISYE 220 and ISYE 310 and ISYE 320 and ISYE 335 and ISYE 350 and ISYE 420 and ISYE 470

Capstone Senior design project. Application of principles of Industrial & Systems Engineering from throughout the curriculum to a design project. Written and oral reports, design reviews, final project report and presentation. Spring semester.

**ISYE 494 | SPECIAL TOPICS IN INDUSTRIAL AND SYSTEMS ENGINEERING****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics seminar in areas of special interest to Industrial & Systems Engineering. May be repeated for credit with a different topic. Upper division standing in the ISYE major.

**ISYE 496 | ISYE UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A faculty-directed research project supervised by a faculty mentor in the Industrial and Systems Engineering department. Project deliverables could include (but are not limited to) literature research, project planning, experimental designs and execution, data collection/analysis, hypothesis testing, model validation, and report writing. Course may be taken pass/fail or for letter grade, 1 – 3 semester units, and may be repeated for credits with a maximum of 3 units counted towards ISyE program elective requirement (with letter grade only). Requires departmental approval of Undergraduate Research form prior to registration.

**ISYE 498 | INTERNSHIP/CO-OP EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Directed upper division level internship/ co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit.

**ISYE 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

# Integrated Engineering

## Chair

Susan Lord, PhD

## Faculty

Caroline Baillie, PhD

Mark Chapman, PhD

Diana Chen, PhD

Gordon Hoople, PhD

Joel Alejandro Mejia, PhD

The BS/BA in Engineering degree provides students with a unique education in the field of engineering by both educating students across multiple areas of engineering and allowing them to focus on a particular area of interest. Unlike most engineering majors that develop deep knowledge in one discipline, this degree encourages students to complement their comprehensive liberal arts education with a broad technical experience. This provides students with the interdisciplinary perspective and problem-solving skills needed to succeed in a wide range of engineering and non-engineering careers. This major should appeal to students that have broad interests and desire to explore more than one disciplinary area.

This integrated approach to engineering has three main components:

- math, science, and engineering fundamentals provide a core base of knowledge to support further work in engineering design and analysis
- a concentration or individual plan of study that allows students to develop specialized skills
- additional electives allow students to either take more courses in their concentration area or pursue complementary interests in other areas that will help them achieve long-term career and educational goals

Concentrations are available in Embedded Software (ESW), Sustainability (SUST), Engineering and the Law (LAW) and Biomedical Engineering (BME). Students who do not pursue an established concentration will work with their advisor to develop an individual plan of study (IPS) that meets their specific educational and professional goals.

The educational objectives of the USD BS/BA in Engineering are to develop graduates who:

- apply an interdisciplinary set of technical, leadership, and other professional skills to address important challenges facing society
- practice engineering with a holistic understanding of how engineers engage with stakeholders and impact society
- have a critical awareness of their personal attitudes, behaviors and values and the ways in which these align with their professional aspirations

To achieve these objectives, the BS/BA in Engineering has been designed to ensure that graduates have achieved the following outcomes:

- an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science and mathematics
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental and economic factors
- an ability to communicate effectively with a range of audiences

- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
- an ability to develop and conduct appropriate experimentation, analyze and interpret data and use engineering judgment to draw conclusions
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

## The Engineering Major

All students receiving the BS/BA in Engineering from the integrated engineering department must satisfy the core curriculum specified by the university. The required mathematics, science, and engineering courses listed below also satisfy the core curriculum requirements in mathematical reasoning, scientific and technological inquiry, quantitative reasoning, advanced writing, and levels 1 and 2 diversity, inclusion, and social justice (DISJ).

### Preparation for the Major

Code	Title	Units
<b>Mathematics and Science Requirements</b>		
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III <sup>1</sup>	4
MATH 310	Applied Mathematics for Science and Engineering I	3
ISYE 330	Engineering Probability and Statistics	3
PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
Add'l Math or Science <sup>2</sup>		3-4
Total Math and Science Units		33-34
<b>Engineering Requirements</b>		
ENGR 101	Introduction to Engineering	3
ENGR 102	Introduction to Electromechanical System Design	3
ENGR 103	User-Centered Design	3
COMP 110	Computational Problem Solving	3.5
Engineering Units		12.5
Total Units		45.5-46.5

<sup>1</sup> Students selecting the embedded software concentration must take MATH 262 instead of MATH 250.

<sup>2</sup> The additional Math or Science class will depend on the concentration selected. Students selecting the sustainability concentration must take EOSC 105 or EOSC 110. Consult an academic adviser for more information.

### Major Requirements

Students selecting the BS/BA in Engineering fulfill the requirement for the major by completing a set of common engineering breadth courses required by all students in the major, and by either 1) completing the requirements in a concentration or 2) working with an advisor to develop a plan of study that includes classes from several disciplines to meet individual professional goals.

### Required Major Courses for all BS/BA in Engineering Options

Code	Title	Units
GENG 250	Integrated Approach to Energy	3
GENG 288	Integrated Approach to Electrical Engineering	4
GENG 311	Engineering Materials Science	3
GENG 380	Sustainability and Engineering	3
MENG 210	Statics	3
GENG 350	Engineering and Social Justice	3
GENG 360	Experimental Engineering	3
GENG 491	Engineering Senior Design I	4
GENG 492	Engineering Senior Design II	3
Engineering Elective (lower or upper division)		3
Engineering Elective (upper division)		3
<b>Total Units</b>		<b>35</b>

### Option 1: Individual Plan of Study (IPS)

Students may work with a faculty advisor to define a curriculum plan that meets their specific educational and professional goals. In addition to the BS/BA in Engineering required classes, students must develop a plan that includes at least 24 units of coursework including at least 18 upper division units with at least 6 units of upper division engineering. Upon approval by the student's advisor and the chair of integrated engineering, this individual plan of study will become major requirements for the degree.

Code	Title	Units
Approved Engineering classes (upper division)		6
Approved IPS electives		18
<b>Total Units</b>		<b>24</b>

### Option 2: Embedded Software Concentration (ESW)

Embedded software engineering focuses on software development to control or monitor devices that are typically part of a larger system. For example, as an ESW graduate, you might develop software to control autonomous vehicles, monitor power systems, or control communication networks.

Code	Title	Units
COMP 120	Programming Abstractions and Methodologies	3.5
COMP 280	Introduction to Computer Systems	3.5
COMP 300	Principles of Digital Hardware	3.5
COMP 310	Operating Systems	3.5
COMP 365	Principles of Information Security	3
COMP 375	Networking	3.5
GENG 421	Embedded Systems Performance	3
GENG 422	Advanced Embedded Software Development	3
<b>Total Units</b>		<b>26.5</b>

At the time of publication, the following courses have been approved for the concentration:

Any GENG, COMP, ELEC or MATH course 300 level or above that is not already required in the curriculum.

### Option 3: Sustainability (SUST)

The Brundtland Report describes sustainable development as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs." This Sustainability Concentration will

help you develop the skills needed to apply a sustainability mindset in any field you choose to work in. In addition to the BS/BA in Engineering required classes, students must develop a plan that includes at least 24 units of coursework from three groups of courses including at least 18 upper division units.

Code	Title	Units
EOSC 121 or EOSC 123	Life in the Ocean Organisms and Ecosystems	4
EOSC 300 or EOSC 303	Environmental Issues Environmental Issues Abroad	3
Group A Electives		9-10
Group B Elective		3-4
Group A, B, or C Electives		3-6
Total Units		24

At the time of publication, the following courses have been approved for the concentration:

**Group A Sustainability Engineering:** GENG 383, GENG 384, GENG 482, ISYE 385

**Group B Sustainability Science:** EOSC 305, EOSC 314, EOSC 415, EOSC 420, EOSC 431, EOSC 432, EOSC 434, EOSC 435, EOSC 473, EOSC 474, EOSC 485, EOSC 487, EOSC 488

**Group C Sustainability Elective:** BSCM 302, BSCM 305, CHEM 152, CHEM 355, EOSC 220, ECON 308, GENG 420, ETLW 302, ETLW 313, ETLW 403, HIST 370, ISYE 335, ISYE 340, ISYE 420, ISYE 430, ISYE 480, MENG 260, MENG 360, MENG 370, MENG 410, MGMT 304, MGMT 310, MGMT 312, PHIL 338, PHIL 344, PHIL 415, POLS 340, POLS 342, POLS 348, POLS 349, SOCI 315, SOCI 471, SOCI 473, THRS 338

See an integrated engineering faculty member for additional approved courses.

### Option 4: Engineering and the Law (LAW)

Interested in working as a patent agent or attorney? In this concentration, courses taught by engineers, lawyers, political scientists, and others will prepare students for a range of careers at the intersection of engineering and law. Students may have the opportunity to take courses at USD's School of Law. In addition to the BS/BA in Engineering required classes, students must develop a plan that includes at least 24 units of coursework related to Engineering and the Law including at least 18 upper division units. See an integrated engineering faculty member for a list of approved courses in the law-related groups. Note that classes in USD's School of Law are not on the same academic calendar as USD undergraduate courses. Enrollment in law classes requires the approval of the Dean's Office of the Shiley-Marcos School Engineering and the School of Law.

Code	Title	Units
Upper Division Engineering Courses Choose 4		12
Law related Courses Choose 4.		12
At least 2 from same law group, at least 1 outside of that group.		
Total Units		24

At the time of publication, the following courses have been approved for the concentration:

**Upper Division Engineering:** Any GENG, COMP, ELEC, ISYE or MENG course 300 level or above that is not already required in the curriculum.

**Law Group A Public Law:** POLS 220, POLS 321, POLS 322D, POLS 326, POLS 327, POLS 329, SOCI 346, SOCI 270

**Law Group B Business Law:** ECON 327, ETLW 311, ETLW 312, ETLW 313, LWBC 590

**Law Group C Health Law:** LWGC 523, LWGC 536, LWGC 534, PHIL 331

**Law Group D Energy Law:** LWPP 540, LWEV 597

**Law Group E Intellectual Property:** LWIP 525, LWGC 526, LWIP 540, LWIP 550, LWIP 555, LWIP 559, LWIP 564, LWIP 568, LWIP 569, LWIP 570, LWIP 571, LWIP 572, LWIP 577, LWIP 580

**Law Group F Legal Reasoning:** LWCR 570, PHIL 461, Phil 333, PHIL 460

See an integrated engineering faculty member for additional approved courses.

### Option 5: Biomedical Engineering (BME)

Interested in an exciting career developing medical devices or therapeutic strategies that help patients? Biomedical engineering is an interdisciplinary field based on applying engineering principles to biological contexts to develop and enhance medical treatments. This concentration area will give you a toolkit and mindset to apply engineering to biomedical problems. This will prepare you for a career within the medical device/biotech industry or for graduate school.

Code	Title	Units
GENG 330	Biomaterials Design	3
GENG 331	Quantitative Human Physiology	3
GENG 430	Bioinformatics	3
GENG 431	Biomechanics	3
GENG 432	Medical Devices	3
Approved BME electives		9
Total Units		24

At the time of publication, the following courses have been approved for the concentration:

BIOL 114, BIOL 115, CHEM 301, CHEM 301L, CHEM 302, CHEM 302L, CHEM 331, COMP 380 (and associated prerequisites), ELEC 456 (and associated prerequisites), GENG 460, ISYE 350, ISYE 350L, MENG 351, MENG 352, MENG 360, MENG 360L, MENG 370, MENG 370L, MENG 375, MENG 400, MENG 400L, PHIL 331.

See an integrated engineering faculty member for additional approved courses.

### Additional Requirements

All BS/BA in Engineering majors must satisfy the core curriculum specified by the university and the Connect Career Readiness Program (<https://www.sandiego.edu/engineering/resources/careers/connect>).

## Recommended Program of Study, Individual Plan of Study

### First Year

Semester I		Units
ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Or		
COMP 110	Computational Problem Solving	3.5
CC Electives		6

### Semester II

ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design	3
MATH 151	Calculus II	4
COMP 110	Computational Problem Solving	3.5
Or		



CHEM 151 & 151L	General Chemistry I
PHYS 270 & 270L	Introduction to Mechanics
CC Elective	

**Sophomore Year****Semester I**

ENGR 103 or 102	User-Centered Design Introduction to Electromechanical System Design
MATH 310	Applied Mathematics for Science and Engineering I
PHYS 271 & 271L	Introduction to Electricity and Magnetism
CC Electives	

**Semester II**

GENG 250	Integrated Approach to Energy
GENG 288	Integrated Approach to Electrical Engineering
MENG 210	Statics
MATH 250	Calculus III
CC Elective	

**Junior Year****Semester I**

ISYE 330	Engineering Probability and Statistics
GENG 311	Engineering Materials Science
IPS Elective	
Engineering Elective (lower or upper division)	
CC Elective	

**Semester II**

GENG 360	Experimental Engineering
GENG 380	Sustainability and Engineering
IPS Elective (upper division engineering)	
IPS Elective (upper division)	
CC Elective	

**Senior Year****Semester I**

GENG 350	Engineering and Social Justice
GENG 491	Engineering Senior Design I
IPS Elective (upper division)	
IPS Elective (upper division engineering)	
CC Elective	

**Semester II**

GENG 492	Engineering Senior Design II
IPS Electives (upper division)	
Engineering Elective (upper division)	
CC Elective	

**Senior Year 2****Semester I**

IPS Elective	
Math/Sci Elective	

4	CC Elective	3
4	Free Electives	9

## Recommended Program of Study, Embedded Software Concentration

**First Year****Semester I**

ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Or		
COMP 110	Computational Problem Solving	3.5
CC Electives		6

**Semester II**

ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design	3
MATH 151	Calculus II	4
COMP 110	Computational Problem Solving	3.5
Or		
CHEM 151 & 151L	General Chemistry I	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC Elective		3

**Sophomore Year****Semester I**

ENGR 103 or 102	User-Centered Design Introduction to Electromechanical System Design	3
MATH 310	Applied Mathematics for Science and Engineering I	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
CC Electives		6

**Semester II**

GENG 250	Integrated Approach to Energy	3
GENG 288	Integrated Approach to Electrical Engineering	4
COMP 120	Programming Abstractions and Methodologies	3.5
MATH 262	Discrete Mathematics	3
CC Elective		3

**Junior Year****Semester I**

ISYE 330	Engineering Probability and Statistics	3
GENG 311	Engineering Materials Science	3
MENG 210	Statics	3
COMP 280	Introduction to Computer Systems	3.5
CC Elective		3

**Semester II**

GENG 360	Experimental Engineering	3
COMP 310	Operating Systems	3.5

GENG 380	Sustainability and Engineering	3
GENG 421	Embedded Systems Performance	3
CC Elective		3
<b>Senior Year</b>		
<b>Semester I</b>		
GENG 350	Engineering and Social Justice	3
GENG 491	Engineering Senior Design I	4
GENG 422	Advanced Embedded Software Development	3
COMP 300	Principles of Digital Hardware	3.5
CC Elective		3
<b>Semester II</b>		
GENG 492	Engineering Senior Design II	3
COMP 365	Principles of Information Security	3
COMP 375	Networking	3.5
Engineering Elective (upper division)		3
CC Elective		3
<b>Senior Year 2</b>		
<b>Semester I</b>		
Engineering Elective (lower or upper division)		3
Math/Sci Elective		3
CC Elective		3
Free Electives		8

## Recommended Program of Study, Sustainability Concentration

### First Year

#### Semester I

ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Or		
COMP 110	Computational Problem Solving	3.5
CC Electives		6

#### Semester II

ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design	3
MATH 151	Calculus II	4
COMP 110	Computational Problem Solving	3.5
Or		
CHEM 151 & 151L	General Chemistry I	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC Elective		3

### Sophomore Year

#### Semester I

ENGR 103 or 102	User-Centered Design Introduction to Electromechanical System Design	3
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MATH 310	Applied Mathematics for Science and Engineering I	3
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
CC Electives		6
<b>Semester II</b>		
GENG 250	Integrated Approach to Energy	3
GENG 288	Integrated Approach to Electrical Engineering	4
CC Elective		3
MATH 250	Calculus III	4
MENG 210	Statics	3
<b>Junior Year</b>		
<b>Semester I</b>		
ISYE 330	Engineering Probability and Statistics	3
GENG 311	Engineering Materials Science	3
CC Elective		3
EOSC 105 or 110	Natural Disasters with Lab Introduction to Geosciences	4
Concentration-Group A		3-4
<b>Semester II</b>		
GENG 360	Experimental Engineering	3
GENG 380	Sustainability and Engineering	3
Concentration-Group A/B/C		3-4
CC Elective		3
EOSC 121 or 123	Life in the Ocean Organisms and Ecosystems	4

### Senior Year

#### Units

3	CC Elective		3
4	GENG 350	Engineering and Social Justice	3
4	GENG 491	Engineering Senior Design I	4
	EOSC 300	Environmental Issues	3
	Concentration-Group A		3-4
3.5	<b>Semester II</b>		
6	GENG 492	Engineering Senior Design II	3
	Concentration-Group A, B, or C		3-4
3	Concentration-Group A		3-4
	Engineering Elective (upper division)		3
	CC Elective		3
4	<b>Senior Year 2</b>		
3.5	<b>Semester I</b>		
	CC Elective		3
4	Concentration-Group B		3-4
	Engineering Elective (lower or upper division)		3
4	Free Electives		6.5

## Recommended Program of Study, Engineering and the Law Concentration

### First Year

#### Semester I

ENGR 101	Introduction to Engineering	3
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#### Units

MATH 150	Calculus I	4	CC Elective	3	
CHEM 151 & 151L	General Chemistry I	4	<b>Semester II</b>		
Or			ENG 492	Engineering Senior Design II	3
COMP 110	Computational Problem Solving	3.5	Engineering Elective (upper division)		3
CC Electives		6	Concentration (upper division)		6
<b>Semester II</b>			CC Elective		3
ENGR 102 or 103	Introduction to Electromechanical System Design	3	<b>Senior Year 2</b>		
	User-Centered Design		<b>Semester I</b>		
MATH 151	Calculus II	4	Concentration Elective		3
COMP 110	Computational Problem Solving	3.5	Math/Sci Elective		3
Or			CC Elective		3
CHEM 151 & 151L	General Chemistry I	4	Free Electives		9
PHYS 270 & 270L	Introduction to Mechanics	4	<b>Recommended Program of Study, Biomedical Engineering (BME) Concentration</b>		
CC Elective		3	<b>First Year</b>		
<b>Sophomore Year</b>			<b>Semester I</b>		<b>Units</b>
<b>Semester I</b>			ENGR 101	Introduction to Engineering	3
ENGR 103 or 102	User-Centered Design	3	MATH 150	Calculus I	4
	Introduction to Electromechanical System Design		CHEM 151 & 151L	General Chemistry I	4
MATH 310	Applied Mathematics for Science and Engineering I	3	Or		
PHYS 271 & 271L	Introduction to Electricity and Magnetism	4	COMP 110	Computational Problem Solving	3.5
CC Electives		6	CC Electives		6
<b>Semester II</b>			<b>Semester II</b>		
GENG 250	Integrated Approach to Energy	3	ENGR 102 or 103	Introduction to Electromechanical System Design	3
GENG 288	Integrated Approach to Electrical Engineering	4		User-Centered Design	
MENG 210	Statics	3	MATH 151	Calculus II	4
MATH 250	Calculus III	4	COMP 110	Computational Problem Solving	3.5
CC Elective		3	Or		
<b>Junior Year</b>			CHEM 151 & 151L	General Chemistry I	4
<b>Semester I</b>			PHYS 270 & 270L	Introduction to Mechanics	4
ISYE 330	Engineering Probability and Statistics	3	CC Elective		3
GENG 311	Engineering Materials Science	3	<b>Sophomore Year</b>		
ENGR 465	Forensic Engineering	3	<b>Semester I</b>		
Engineering Elective (lower or upper division)		3	ENGR 103 or 102	User-Centered Design	3
CC Elective		3		Introduction to Electromechanical System Design	
<b>Semester II</b>			MATH 310	Applied Mathematics for Science and Engineering I	3
GENG 360	Experimental Engineering	3			
Concentration		3	PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
GENG 380	Sustainability and Engineering	3	CC Electives		6
Concentration-Upper Division Engineering		3	<b>Semester II</b>		
CC Elective		3	GENG 250	Integrated Approach to Energy	3
<b>Senior Year</b>			GENG 288	Integrated Approach to Electrical Engineering	4
<b>Semester I</b>			MENG 210	Statics	3
GENG 350	Engineering and Social Justice	3	MATH 250	Calculus III	4
GENG 491	Engineering Senior Design I	4			
GENG 460	Law for Engineers	3			
Concentration-Upper Division Engineering		3			

CC Elective

### Junior Year

#### Semester I

GENG 331 Quantitative Human Physiology  
 ISYE 330 Engineering Probability and Statistics

Engineering Elective (lower or upper division)

GENG 311 Engineering Materials Science

CC Elective

#### Semester II

GENG 330 Biomaterials Design  
 GENG 360 Experimental Engineering

Concentration Elective

GENG 380 Sustainability and Engineering

CC Elective

### Senior Year

#### Semester I

GENG 350 Engineering and Social Justice  
 GENG 491 Engineering Senior Design I  
 GENG 430 Bioinformatics  
 GENG 431 Biomechanics

CC Elective

#### Semester II

GENG 492 Engineering Senior Design II  
 GENG 432 Medical Devices

Concentration Elective (upper division)

Engineering Elective (upper division)

CC Elective

### Senior Year 2

#### Semester I

Concentration Elective  
 Math/Sci Elective  
 CC Elective  
 Free Electives

### GENG 221 | SOFTWARE FOUNDATIONS

**Units: 3 Repeatability: No**

Prerequisites: ENGR 101 and ENGR 121 and MATH 150 and MATH 151 (Can be taken Concurrently) and PHYS 270 (Can be taken Concurrently)  
 Introduction to Object Oriented Programming in Python. Implementation and use of data structures including arrays, structures, classes, stacks, lists, and trees in C and Python.

### 3 GENG 250 | INTEGRATED APPROACH TO ENERGY

**Units: 3 Repeatability: No**

Prerequisites: MATH 310 (Can be taken Concurrently) and PHYS 271 and PHYS 271L and ENGR 102 and ENGR 103

3 Ever wonder what “energy” really is? In this course you will learn the engineering  
 3 behind both energy production and consumption. Our discussion of energy  
 3 production will be grounded in a California context and highlight the fundamental  
 3 operating principles of solar, wind, and natural gas power plants. We will also  
 3 examine the global energy landscape and consider contemporary sociotechnical  
 3 challenges related to energy. When thinking about consumption we will focus  
 3 primarily on the residential and commercial sectors. You will learn a systems  
 3 approach for analyzing energy consumption within buildings that can be applied  
 3 to anything from your own home to a large manufacturing plant. By the end of the  
 3 semester you will be able to identify, formulate, and solve a range of engineering  
 3 problems related to energy.

### 3 GENG 288 | INTEGRATED APPROACH TO ELECTRICAL ENGINEERING

**Units: 4 Repeatability: No**

Prerequisites: PHYS 271 and MATH 310

3 Introduction to analysis of a wide range of electrical devices and systems  
 4 encountered by engineers. DC and AC analysis of circuits containing resistors,  
 3 capacitors, diodes, and LEDs and application to systems including solar cells,  
 3 amplifiers, and digital devices. Simulation, testing, and measurement of circuits  
 3 designed to meet specific requirements. Consideration of social context. Not open  
 3 to Electrical Engineering majors.

### GENG 294 | SPECIAL TOPICS IN INTEGRATED ENGINEERING

**Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

3 Special topics in various areas of Integrated Engineering. May be repeated for  
 3 credit with a different topic.

### 3 GENG 299 | INDEPENDENT STUDY

**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

3 Individual project in creative design and synthesis under the general supervision  
 3 of a participating professor. Project proposal must be submitted and approved  
 prior to enrollment. May be repeated for credit.

### 3 GENG 311 | ENGINEERING MATERIALS SCIENCE

**Units: 3 Repeatability: No**

3 Prerequisites: CHEM 151 with a minimum grade of C- and CHEM 151L  
 3 with a minimum grade of C- and PHYS 271 with a minimum grade of C- and  
 9 MATH 151 with a minimum grade of C-  
 Basic concepts of material structure and its relation to properties; atomic  
 structure; mechanical, electrical, and magnetic properties; engineering  
 applications; introduction to semiconductor physics. Three hours lecture weekly.  
 Fall semester.

### GENG 330 | BIOMATERIALS DESIGN

**Units: 3 Repeatability: No**

Prerequisites: ENGR 311 or MENG 311

Introduction to the fundamentals of implantable biomaterials. Study of the  
 design and creation of implantable medical devices that mesh with human  
 biology, physiology, and biomechanics and are suitable for a specific user. Group  
 discussions, design projects and hands-on materials/tissue mechanical testing.

### GENG 331 | QUANTITATIVE HUMAN PHYSIOLOGY

**Units: 3 Repeatability: No**

Prerequisites: (COMP 110 or ENGR 121 or COMP 150) and MATH 310

To introduce the principles of human biology and physiology using a quantitative  
 modeling approach. Students will learn about various physiological systems  
 including the nervous, cardiovascular, musculoskeletal, and renal systems.  
 Quantitative models of these physiological systems will be considered. Course  
 goals will be achieved through computer modeling, group discussions and a  
 semester-long project.



**GENG 350 | ENGINEERING AND SOCIAL JUSTICE****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Domestic Diversity level 2**

Prerequisites: ENGR 103 and (GENG 250 with a minimum grade of C- or GENG 288 with a minimum grade of C- or GENG 311 with a minimum grade of C-)

This course aims to support students understanding of engineering in relation to social justice. It will help students develop critical thinking skills and to apply these to the context of engineering practices and systems. Students will consider the historical and contemporary contexts and impacts of the designs, systems, processes and products surrounding and involving engineering and engineers. The course will be taught in intensive mode, with interactive lectures, workshops and seminars, together with a team project, where students will apply their learning to research a local community need.

**GENG 360 | EXPERIMENTAL ENGINEERING****Units: 3 Repeatability: No**

Prerequisites: ENGR 102 and (GENG 288 or ELEC 201) and MENG 210 and (GENG 250 or MENG 260) and COMP 110 and (GENG 311 or ENGR 311) and MATH 310 and ISYE 330 (Can be taken Concurrently)

Engineers rely heavily on data when making decisions. This is a course about how engineers collect, analyze, and present data. In this course, students will be introduced to fundamental principles of measurement and instrumentation through a series of hands on experiments in several engineering contexts, including designing your own experiment. Technical communication skills are an integral part of sharing data, therefore both written and oral communication will be taught this class. Every Spring.

**GENG 380 | SUSTAINABILITY AND ENGINEERING****Units: 3 Repeatability: No**

The course provides an interdisciplinary overview of the engineering roles and opportunities to improve the sustainability of engineering products, processes and systems. Topics include carbon footprint, life cycle assessment, design for sustainability, wastes and recycling, energy and water.

**GENG 383 | CITIES, COMMUNITIES, ORGANIZATIONS, AND URBAN DESIGN USING GIS****Units: 4 Repeatability: No**

Prerequisites: MATH 115 or MATH 130 or MATH 150 or MATH 151 or MATH 250 and ENGR 103

This course explores how urban infrastructure design and the nonprofit sector impacts community health and resiliency through links to public health measures and social welfare outcomes. Students will learn to use Geographic Information Systems (GIS) to explore the impact of the placement of resources within a region. Students will choose an open-ended design project to explore the social fabric of cities through the analysis of spatial data and explore whether these issues can be alleviated through engineering planning approaches.

**GENG 384 | REMEDIATION AND TREATMENT SEPARATION PROCESSES****Units: 3 Repeatability: No**

Prerequisites: CHEM 151 and MATH 151 and MENG 210

This course aims to provide an understanding of the principles of fluid separation processes and to develop skills in the design of fluid separation equipment in the context of sustainability and social justice. Physical and chemical processes are presented, including fundamentals of solid-liquid suspension, flocculation, coagulation, flotation, clarification, dewatering and gravity sedimentation processes for the remediation and treatment of water for different purposes.

**GENG 420 | DRONES FOR GOOD****Units: 3 Repeatability: No**

Prerequisites: GENG 491 (Can be taken Concurrently) or MENG 491 (Can be taken Concurrently) or ELEC 491 (Can be taken Concurrently) or ELEC 491W (Can be taken Concurrently) or MENG 491W (Can be taken Concurrently) or (ISYE 420 (Can be taken Concurrently) or ISYE 430 (Can be taken Concurrently))

Students work in an interdisciplinary team in a semester long project based course to design a drone that will have a positive impact on society. Rooted in the social sciences, the course starts with an investigation of what it means to be an engineer or a peace builder. This is followed by the engineering challenge of building a drone. Students will develop entrepreneurial skills as they identify an unmet social need and design a drone for positive social impact.

**GENG 421 | EMBEDDED SYSTEMS PERFORMANCE****Units: 3 Repeatability: No**

Prerequisites: COMP 280 with a minimum grade of C-

This course will focus on the application of all available processing power to implement system solutions. Parallel processing, core sequestration, processor affinity, CPU programming, DSP programming, and the integration of disparate processing elements via OpenCL will all be addressed in this course. The impact of coherent and non-coherent memory models will be addressed and the notion of data hazards in non-coherent systems will be detailed. We will also consider the application specific impacts of the relative power efficiency of alternative processing models.

**GENG 422 | ADVANCED EMBEDDED SOFTWARE DEVELOPMENT****Units: 3 Repeatability: No**

Prerequisites: COMP 421 with a minimum grade of C- or GENG 421 with a minimum grade of C-

Development of embedded software (firmware) using a real-time operating system (RTOS). Development of an application as a set of independent threads that communicate with each other via message queues and semaphores.

**GENG 430 | BIOINFORMATICS****Units: 3 Repeatability: No**

Prerequisites: (COMP 110 or COMP 121 or ENGR 121) and ISYE 330 and GENG 331

To introduce the principles of genomics, transcriptomics, gene editing, and bioinformatics. In addition, students will be asked to consider the ethical and social issues related to gene editing. The learning objectives for this course are achieved through the use of computer simulations, bioinformatics toolkits, group discussions, and ethical case studies. The course will include a semester-long project in which students get hands-on experience using bioinformatics analysis methods and practice communicating their findings.

**GENG 431 | BIOMECHANICS****Units: 3 Repeatability: No**

Prerequisites: MENG 210 and (MENG 370 (Can be taken Concurrently) or GENG 331 (Can be taken Concurrently))

Introduction to the fundamentals of orthopedic biomechanics. Application of mechanical engineering principles to understand how humans and tissues function, are damaged, and can be repaired by the body and external treatments. Research and methods in orthopedic biomechanics.

**GENG 432 | MEDICAL DEVICES****Units: 3 Repeatability: No**

Prerequisites: ENGR 103 and (GENG 332 (Can be taken Concurrently) or MENG 370 (Can be taken Concurrently))

Introduction to the medical device market and the engineering requirements for a variety of devices from concept inception through to commercialization. The course will provide an overview of the regulatory and design requirements for medical devices in the US market with discussions including global markets. Application of engineering principles to understand how products are designed and tested with performance expectations for the human body.

**GENG 460 | LAW FOR ENGINEERS****Units: 3 Repeatability: No**

This course introduces engineering students to the many facets of the law and litigation that are relevant to a career in engineering. Through targeted readings, case studies, and independent legal research students will learn about the legalities associated with a career in engineering, engineering design, contracts, and intellectual property.

**GENG 482 | PHOTOVOLTAIC SOLAR ENERGY****Units: 3 Repeatability: No**

Prerequisites: ENGR 311 and GENG 350 (Can be taken Concurrently) and GENG 360 (Can be taken Concurrently)

Introduction to photovoltaic (PV) solar energy including materials and device physics of solar cell operation, crystalline silicon technologies, PV systems and applications, and economic and environmental considerations. The course also aims to aid the students' professional development by addressing issues such as the ability to critically evaluate technical papers, conduct effective literature research, and express information orally and in writing.

**GENG 491 | ENGINEERING SENIOR DESIGN I****Units: 4 Repeatability: No**

Prerequisites: GENG 350 (Can be taken Concurrently) and GENG 360

Proposal and design phase of a capstone project culminating in a documented and approved engineering design project to be implemented in ENGR 492. Computer-aided electrical, mechanical, software, math, science and other discipline design techniques are used to study design alternatives and support the final design selection: evaluation of ethical, cultural, economic, societal, and safety considerations in the design process. The development of individual and group written and oral communication skills. This course prepares students to approach an engineering design project in a small team. Topics include project selection, research methods on chosen project, a review of the design process, including concept generation, concept selection, construction, testing, and evaluation. Fall semester.

**GENG 492 | ENGINEERING SENIOR DESIGN II****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: GENG 491

Engineering capstone design experience in a realistic engineering environment that applies and integrates engineering and nonengineering topics. Students work in teams, in collaboration with engineering faculty and/or engineering professionals from industry, on an open-ended design project. This involves design, construction, testing and evaluation as well as consideration of issues related to culture, ethics, economics, social justice, safety and professional practice. Course also includes documentation of design project including written reports and oral presentations to multiple audiences. Spring semester.

**GENG 494 | SPECIAL TOPICS IN INTEGRATED ENGINEERING****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics in areas of interest to Integrated Engineering. May be repeated for credit with a different topic.

**GENG 496 | UNDERGRADUATE RESEARCH****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

Faculty-directed undergraduate research in integrated engineering. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in engineering. Prior approval by department chair is required. May be repeated for credit.

**GENG 498 | INTERNSHIP/CO-OP EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Directed upper division level internship/ co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit.

**GENG 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment.

## Mechanical Engineering

### Chair

Frank G. Jacobitz, PhD

### Faculty

Daniel Codd, PhD

Melissa Gibbons, PhD

Ming Z. Huang, PhD, PE

Imane Khalil, PhD

James G. Kohl, PhD

Matthew T. McGarry, PhD

Mechanical Engineering (ME) is a profession that applies the principles of mathematics, science and engineering for analysis, design, manufacturing, and maintenance of mechanical systems. Mechanical engineers research, develop, design and manufacture engines, machines, and other mechanical devices for the benefit of society. They work on power-producing machines such as automobile and jet engines. They also develop power-using machines such as air-conditioners, robots, machine tools and manufacturing equipment. Mechanical engineers are at the forefront of newly developed technologies such as bioengineering, nanoengineering, environmental engineering and renewable energy.

Our mechanical engineering curriculum includes study in the following areas:

- Thermal sciences, including thermodynamics, fluid mechanics and heat transfer with applications in the efficient conversion of energy that allows the development of commercial power plants, environmentally friendly lawn mower engines, and cryogenic medical devices used to treat cancer.
- Mechanics and materials, including the analysis of machine elements, materials and dynamics to improve products such as artificial knees, automobile suspensions and space vehicles.
- Design and manufacturing, including application of manufacturing processes and integration of engineering fundamentals from the thermal science, mechanics and materials areas in analysis and synthesis of mechanisms and machinery.

The USD mechanical engineering curriculum is broad-based, hands-on and design-oriented. We emphasize a student-centered education in small classes with a liberal arts foundation. The mechanical engineering program prepares program graduates to work for small or large companies in most industries throughout Southern California, the United States and internationally. Graduates may work in most industries, including aerospace, automotive, bioengineering,

environmental, product design and manufacturing industries. The program also prepares graduates for a career in government, to enter graduate school in an area related to mechanical engineering, as well as to pursue a professional degree, for example in business, law or medicine. Students are qualified to take the fundamentals of engineering exam as the first step toward professional registration.

Students majoring in mechanical engineering are expected to advance the integrity, honor and dignity of their chosen profession. As part of these professional obligations, all ME majors are encouraged to maintain student membership in the American Society of Mechanical Engineers (ASME).

## Educational Objectives

Program Educational Objectives represent graduates' performance 3 to 5 years after completing the BS/BA degree. USD's mechanical engineering program seeks to develop graduates who can:

- further integrate their broad academic background in mechanical engineering and the liberal arts in their professional and personal endeavors
- adapt to evolving job responsibilities
- continue to enhance technical competence
- advance their ability for professional practice, particularly in team environments as productive contributors and leaders.

To achieve these objectives, the ME program has been designed to ensure that graduates have achieved the following outcomes including an ability to:

- identify, formulate and solve complex engineering problems by applying principles of engineering, science and mathematics
- apply engineering design to produce solutions that meet specified needs with consideration of public health, safety and welfare, as well as global, cultural, social, environmental and economic factors
- communicate effectively with a range of audiences
- recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental and societal contexts
- function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks and meet objectives
- develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- acquire and apply new knowledge as needed, using appropriate learning strategies.

## Mechanical Engineering Advisory Board

The Mechanical Engineering Advisory Board was established in 2005 with members representing current students, alumni, as well as, higher education and local industries. The board, composed of representatives from companies such as Solar Turbines, Nordson, Hewlett-Packard and Dexcom and others contributes to the on-going development of the mechanical engineering program, and provides mentorship and internship opportunities to our students.

## Requirements for the Mechanical Engineering Major: 147 semester units

### Preparation for the Major

The mathematics, science, and engineering courses listed below satisfy the core curriculum requirements in mathematics competency, scientific and technological

inquiry, advanced writing, and the level 1 diversity, inclusion and social justice (DISJ) requirement.

Code	Title	Units
<b>Mathematics and Science Requirements (33 units)</b>		
MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 250	Calculus III	4
MATH 310	Applied Mathematics for Science and Engineering I	3
ISYE 330	Engineering Probability and Statistics	3
or MATH 315	Applied Probability and Statistics	
PHYS 270 & 270L	Introduction to Mechanics and Mechanics Lab	4
PHYS 271 & 271L	Introduction to Electricity and Magnetism and Introduction to Electricity and Magnetism Lab	4
CHEM 151 & 151L	General Chemistry I and General Chemistry I Laboratory	4
Additional Math or Science <sup>1</sup>		3-4
<b>Engineering Core Requirements (22 units)</b>		
MENG 210	Statics	3
ENGR 101	Introduction to Engineering	3
ENGR 102	Introduction to Electromechanical System Design	3
ENGR 103	User-Centered Design	3
ENGR 121	Engineering Programming	3
or COMP 110	Computational Problem Solving	
or COMP 150	Computer Programming I	
MENG 260	Introduction to Thermal Sciences	3
ELEC 201	Electrical Circuits	4
ELEC 201L	Electrical Circuits Lab	0
<b>Engineering Professional Practice Requirements (12 units)</b>		
ECON 101	Principles of Microeconomics	3
or ECON 102	Principles of Macroeconomics	
or ISYE 220	Engineering Economics	
PHIL 342	Engineering Ethics	3
COMM 203	Public Speaking <sup>2</sup>	3
ENGL 304	Advanced Composition	3
<b>Total Units</b>		<b>67-68</b>

<sup>1</sup> The additional Math or Science course should be either MATH 311, or PHYS 272, or CHEM 152, or BIOL 240, or BIOL 242.

<sup>2</sup> ROTC Students may substitute NAVS 201, MILS 301, or SDSU AS 300A for COMM 203 in the engineering program. These classes will not satisfy university core requirements.

## Mechanical Engineering Requirements

These courses include units in mechanical engineering science, laboratory, and design. These classes are required by the major:

Code	Title	Units
MENG 300	Applied Thermodynamics	3
MENG 311	Materials Science and Engineering	3
MENG 350	Manufacturing Processes	3
MENG 351	Machine Shop Practices	1
MENG 352	CAD Practices	1
MENG 360	Fluid Mechanics	3

MENG 370 & 370L	Mechanics of Materials and Mechanics of Materials Laboratory	4
MENG 375	Dynamics	3
MENG 400 & 400L	Heat Transfer and Heat Transfer Laboratory	4
MENG 430	Design of Machine Elements	3
MENG 491	Senior Design Project I	3
MENG 492	Senior Design Project II	3
Mechanical Engineering Simulation Elective <sup>3</sup>		3
Mechanical Engineering Professional Elective <sup>3</sup>		12

<sup>3</sup> Students select one required simulation-based course and four additional mechanical engineering elective courses. A list of approved mechanical engineering electives is available from the chair of mechanical engineering.

### Additional Requirements

All mechanical engineering majors must satisfy the core curriculum specified by the university and the Connect Career Readiness Program (<https://www.sandiego.edu/engineering/resources/careers/connect> (<https://www.sandiego.edu/engineering/resources/careers/connect/>)).

## Required Program of Study: Mechanical Engineering

### First Year

#### Semester I

ENGR 101	Introduction to Engineering	3
MATH 150	Calculus I	4
CHEM 151 & 151L	General Chemistry I	4
Or		
ENGR 121, COMP 110, or COMP 150	Engineering Programming Computational Problem Solving Computer Programming I	3
CC Electives		6

#### Semester II

ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design	3
MATH 151	Calculus II	4
ENGR 121, COMP 110, or COMP 150	Engineering Programming Computational Problem Solving Computer Programming I	3
or		
CHEM 151 & 151L	General Chemistry I	4
PHYS 270 & 270L	Introduction to Mechanics	4
CC Elective		3

### Sophomore Year

#### Semester I

ENGR 102 or 103	Introduction to Electromechanical System Design User-Centered Design	3
MATH 310	Applied Mathematics for Science and Engineering I	3

PHYS 271 & 271L	Introduction to Electricity and Magnetism	4
ECON 101, 102, or ISYE 220	Principles of Microeconomics Principles of Macroeconomics Engineering Economics	3-4

CC Electives		3
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### Semester II

ELEC 201 & 201L	Electrical Circuits	4
MATH 250	Calculus III	4
MENG 210	Statics	3
MENG 260	Introduction to Thermal Sciences	3
COMM 203 <sup>3</sup>	Public Speaking	3

### Junior Year

#### Semester I

MENG 311	Materials Science and Engineering	3
MENG 300	Applied Thermodynamics	3
MENG 351	Machine Shop Practices	1
MENG 352	CAD Practices	1
MENG 375	Dynamics	3
ISYE 330	Engineering Probability and Statistics	3
Math/Science Elective (MATH 311 or PHYS 272 or CHEM 152 or BIOL 240)		3-4

#### Semester II

ISYE 350	Manufacturing Processes	3
MENG 360	Fluid Mechanics	3
MENG 370 & 370L	Mechanics of Materials	4
ENGL 304	Advanced Composition	3
MENG Elective		3

### Senior Year

#### Semester I

MENG 400 & 400L	Heat Transfer	4
MENG 430	Design of Machine Elements	3
MENG 491	Senior Design Project I	3
PHIL 342	Engineering Ethics	3
MENG Elective		3

#### Semester II

MENG 492	Senior Design Project II	3
MENG electives		6
CC electives		6-7

### Senior Year 2

#### Semester I

MENG elective		3
CC electives		12

<sup>3</sup> ROTC students may substitute NAVS 201, MILS 301, or SDSU AS 300A for COMM 203 in the engineering program. These classes will not satisfy university core requirements



**MENG 210 | STATICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 270 and MATH 150

Equilibrium analysis of particles and rigid bodies using vector analysis of forces and moments in two and three dimensions; free body diagrams; friction; analysis of trusses; distributed forces; basics of shear and moment diagrams; centroids; and moments of inertia. Three hours lecture weekly. Fall and spring semesters.

**MENG 260 | INTRODUCTION TO THERMAL SCIENCES****Units: 3 Repeatability: No**

Prerequisites: MATH 151 and PHYS 270

Introduction to basic engineering thermodynamics, fluid mechanics, and heat transfer. Applications to engineering systems. Three hours lecture weekly. Fall and spring semesters.

**MENG 294 | SPECIAL TOPICS IN MECHANICAL ENGINEERING****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics seminar in areas of special interest to mechanical engineering. May be repeated for credit with a different topic.

**MENG 299 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

**MENG 300 | APPLIED THERMODYNAMICS****Units: 3-4**

Prerequisites: MENG 260

Further developments of concepts from classical thermodynamics. Application of laws of thermodynamics to gas and vapor power cycles, mixtures of gases and vapors, and refrigeration cycles. Moist air analysis and chemically reacting systems. Three hours lecture weekly. Fall semester.

**MENG 311 | MATERIALS SCIENCE AND ENGINEERING****Units: 3 Repeatability: No**

Prerequisites: CHEM 151 and CHEM 151L and MATH 151

Basic concepts of material structure and its relation to properties; atomic structure; mechanical properties; engineering applications; introduction to semiconductor materials.

**MENG 321 | MATLAB PROGRAMMING AND PROBLEM SOLVING****Units: 1 Repeatability: No**

Prerequisites: COMP 110 and MENG 210

Computer programming in Matlab with elementary numerical analysis of engineering problems. Arithmetic and logical operations, arrays, graphical representation of computations, symbolic mathematics, solution of equations, and introduction to data structures.

**MENG 350 | MANUFACTURING PROCESSES****Units: 3 Repeatability: No**

Prerequisites: MENG 210 and (MENG 311 or ENGR 311)

Description, classification and analysis of manufacturing processes used in the transformation of different raw materials (e.g. metal, polymers, and ceramics) into consumer or capital goods. Topics include analysis of variables that affect process operations, performance, quality, cost, sustainability and the design of process plans.

**MENG 350L | MANUFACTURING PROCESSES LABORATORY****Units: 1 Repeatability: No**

A laboratory course to compliment the lecture material presented in ISYE 350. One three-hour laboratory weekly. Spring Semester.

**MENG 351 | MACHINE SHOP PRACTICES****Units: 1 Repeatability: No**

Introduction to metal and wood working machines and practices, with emphasis on development of basic competence and safety. Three-hour laboratory weekly. Sophomore standing in Mechanical engineering. Fall semester.

**MENG 352 | CAD PRACTICES****Units: 1 Repeatability: No**

Introduction to 3D computer-aided design of components and assemblies using modern solid modeling tools. Three-hour laboratory weekly. Sophomore standing in Mechanical engineering. Fall semester.

**MENG 360 | FLUID MECHANICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MENG 260 and MATH 250 and MATH 310

Basic laws of fluid mechanics with applications to engineering problems, including dimensional analysis and similitude, boundary layer analysis, internal and external flows, and turbomachinery analysis. Three hours lecture. Spring semester.

**MENG 365 | WATER IN CALIFORNIA AND ISRAEL: CHALLENGES AND SOLUTION****Units: 3 Repeatability: No**

Prerequisites: MENG 360 (Can be taken Concurrently)

Discussion of the hydrological cycle, distribution of water resources, water delivery and treatment infrastructure, as well as wastewater management. Focus on water challenges and solutions in California and Israel.

**MENG 370 | MECHANICS OF MATERIALS****Units: 3 Repeatability: No**

Prerequisites: MENG 210

Analytical methods for determining stress and strain, torsion, bending of beams, shearing stress in beams, combined stresses, principal stresses, and deflection in beams. Three hours lecture weekly. Spring semester.

**MENG 370L | MECHANICS OF MATERIALS LABORATORY****Units: 1 Repeatability: No**

Prerequisites: MENG 370 (Can be taken Concurrently)

Laboratory for MENG 370. Three-hour laboratory weekly. Spring semester.

**MENG 375 | DYNAMICS****Units: 3 Repeatability: No**

Prerequisites: MENG 210

Analysis of dynamics of particles and rigid bodies using vector methods in two and three dimensions. Topics include kinematics and kinetics of translational and rotational motion, energy and momentum methods. Three hours lecture weekly. Fall semester.

**MENG 380 | KINEMATICS AND DESIGN OF MACHINERY****Units: 3**

Prerequisites: MENG 375

Kinematics and dynamic analysis of machinery; mechanism synthesis techniques for function, motion, path generators; and design applications with linkages, cams, and gears. Three hours lecture weekly. Spring semester.

**MENG 381 | DESIGNING YOUR LIFE****Units: 1 Repeatability: No**

Prerequisites: ENGR 103

Application of design thinking to personal decision making. Development of oral and written communication, teamwork, and leadership skills.

**MENG 400 | HEAT TRANSFER****Units: 3 Repeatability: No**

Prerequisites: MENG 360

Heat transfer by conduction, convection, radiation, and combinations thereof. Introduction to heat exchanger analysis and design, along with other applications. Three hours lecture. Fall semester.

**MENG 400L | HEAT TRANSFER LABORATORY****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: MENG 400 (Can be taken Concurrently)

Laboratory for MENG 400. Three laboratory weekly. Fall semester.

**MENG 410 | ALTERNATIVE ENERGY SYSTEMS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MENG 300

Thermodynamics of traditional fossil fuels and bio fuel combustion. Analysis of solar, wind, wave, and tidal power systems. Introduction to fuel cells and advanced battery technology. Discussion of the current technological limitation of each topic listed above. Three hours of lecture weekly.

**MENG 415 | SOLAR ENERGY CONVERSION AND STORAGE****Units: 3 Repeatability: No**

Prerequisites: MENG 260

This course introduces principles and technologies for converting sunlight into electricity and heat. This class will study the behavior of photovoltaic solar energy systems and solar thermal technologies. The design and sizing of residential photovoltaic systems will be covered, including estimation of costs, benefits and subsidies. Introduction to hardware elements, effect of renewables on the grid and available electrochemical, thermal and other energy storage devices will be included.

**MENG 420 | COMPUTER APPLICATIONS IN MECHANICAL ENGINEERING****Units: 3**

Prerequisites: MATH 250 and MATH 310 and MENG 370 and MENG 352 and (ENGR 121 or COMP 150)

Mechanical design and analysis using commercially available solid modeling, kinematics, and FEA computer software. Numerical methods and their applications using root solving, optimization, regression analysis, numerical differentiation and integration will be covered. An introduction to finite difference and finite element methods will also be presented. Two hours lecture and one three-hour laboratory weekly. Fall semester.

**MENG 430 | DESIGN OF MACHINE ELEMENTS****Units: 3-4**

Prerequisites: MENG 370

Analysis and design of mechanical components against failures under steady and fatigue loads. Design applications of various machine elements, such as shafts, bearings, gears, springs, and fasteners. These are integrated into mini-design projects required of all students. Three hours lecture weekly. Spring semester.

**MENG 445 | INTRODUCTION TO ROBOTICS****Units: 3**

Prerequisites: MENG 375

This course covers introductory materials related to the subject of robotics. The course is designed to encompass theories as well as practices, intended for both the user and the designer of a robotic system. Topics include modeling and analyses of the mechanics of robots, actuators, sensors, and vision systems.

**MENG 460 | SYSTEM DYNAMICS AND VIBRATIONS****Units: 3**

Prerequisites: MENG 375

Analysis and design of dynamic systems in various engineering domains; modeling of mechanical and electrical systems, free and forced responses, time and frequency domain analysis, applications in isolation and control of mechanical vibrations, and vibration measuring instruments. Three hours lecture weekly. Spring semester.

**MENG 460L | SYSTEM DYNAMICS AND VIBRATIONS LABORATORY****Units: 1**

Prerequisites: MENG 460 (Can be taken Concurrently)

Laboratory for MENG 460. Three-hour laboratory weekly. Spring semester.

**MENG 462 | TOPICS IN FLUID MECHANICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MENG 360

Additional topics in fluid mechanics, including the differential description of fluid flow, its application to channel flow, pipe flow, and boundary layers, scaling of the equations, methods in computational fluid dynamics, and an introduction to turbulence. Three hours lecture weekly.

**MENG 465 | INTRODUCTION TO COMPUTATIONAL FLUID DYNAMICS****Units: 3 Repeatability: No**

Prerequisites: MENG 360

This course introduces students to finite volume methods as a means of solving differential equations that arise in fluid dynamics. The conservation of mass, momentum and energy equations will be solved using a software package. Fundamentals of numerical analysis related to fluid mechanics and heat transfer will be reviewed. Applications include modeling laminar and turbulent channel flow, pipe flow, boundary layers, heat exchangers, or flow past an airfoil.

**MENG 470 | FINITE ELEMENT ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: MATH 310 and MENG 351 and MENG 370

Finite element based solutions to engineering problems with an emphasis on elastostatic problems in structural mechanics. The power and pitfalls associated with the finite element method highlighted through practical modeling assignments. Modeling and practical applications using commercial finite element codes. Three hours lecture weekly.

**MENG 491 | SENIOR DESIGN PROJECT I****Units: 3 Repeatability: No**

Prerequisites: (MENG 311 or ENGR 311) and ENGL 304 and MENG 351 (Can be taken Concurrently) and MENG 352 (Can be taken Concurrently) and MENG 400 (Can be taken Concurrently) and MENG 400L (Can be taken Concurrently) and MENG 430 (Can be taken Concurrently) and COMM 203 (Can be taken Concurrently)

Mechanical engineering capstone design experience in a simulated industrial environment. Students work in teams, in collaboration with an engineering faculty and/or an engineering professional from industry, on an open-ended design project. This involves designing, construction, testing, and evaluation as well as consideration of issues related to ethics, economics, safety and professional practice. Two-hour lecture and four-hour laboratory weekly.

**MENG 491W | SENIOR DESIGN PROJECT I****Units: 4 Repeatability: No****Non-Core Attributes: Writing-Pre F17 CORE**

Prerequisites: COMM 203 and ENGR 311 and MENG 351 and MENG 352 and MENG 400 (Can be taken Concurrently) and MENG 430 (Can be taken Concurrently)

This course prepares students to approach an engineering design project in a small team. Topics include project selection, research methods on chosen project, a review of the design process, including concept generation, concept selection, construction, testing, and evaluation, as well written and oral presentation skills. Three-hour lecture recitation and one three-hour laboratory weekly. Fall semester.

**MENG 492 | SENIOR DESIGN PROJECT II****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: MENG 491W or MENG 491

Mechanical engineering capstone design experience in a simulated industrial environment that applies and integrates engineering and nonengineering topics. Students work in teams, in collaboration with an engineering faculty and/or an engineering professional from industry, on an open-ended design project. This involves designing, construction, testing and evaluation as well as consideration of issues related to ethics, economics, safety and professional practice. The course also includes documentation of design project including written reports and oral presentations to multiple audiences.

**MENG 494 | SPECIAL TOPICS IN MECHANICAL ENGINEERING****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics seminar in areas of special interest to current engineering practice in Mechanical Engineering. May be repeated for credit.

**MENG 496 | UNDERGRADUATE RESEARCH****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

Faculty-directed undergraduate research in mechanical engineering. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in the EE major. Prior approval by the department chair is required. May be repeated for credit.

**MENG 498 | INTERNSHIP/CO-OP EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Directed upper division level internship/co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit.

**MENG 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual design or research project under the general supervision of participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

## Joan B. Kroc School of Peace Studies

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

The Kroc School houses the Institute for Peace and Justice (Kroc IPJ), focused on practice and co-creating knowledge with peacemakers from across the world, and in partnership with the School of Business, the Center for Peace and Commerce which organizes the prestigious Fowler Global Social Innovation Challenge.

### *Combined Degree Program: Bachelor's to Master of Arts in Social Innovation*

The combined degree program is open to all undergraduate majors at the University of San Diego, and results in the conferral of a Bachelor of Arts or Bachelor of Science degree and a Master of Arts in Social Innovation. Enrolled

students take up to 12 units of graduate course work in the MASI program during their junior and senior years, which they apply to both undergraduate elective and MASI graduate requirements. The Master of Arts in Social Innovation program (MASI) is designed for individuals with vision, leadership skills and an entrepreneurial mindset and want to tackle the world's toughest challenges, such as poverty, climate change, and inequality. The MASI curriculum incorporates theory with field-based practicums, design thinking pedagogy, and the opportunities like pitch competition, in which students can create and test their innovative solutions for complex problems. MASI graduates have impactful, purpose-driven careers in philanthropy, government and nonprofits. Others create economic, social and environmental value in the private sector, working in B-corps, social enterprises, consulting and corporate social responsibility. Once full-time at the Kroc School, combined degree students can complete the MASI in 9 months post-undergraduate with a lighter academic load of 18 units to complete (as opposed to completing 30 units of graduate coursework in 9 months full-time).

## Peacebuilding and Social Innovation

### *Administration*

Patricia Márquez, PhD, Dean

Jessica López, MA, Academic Programs Manager

Louis Cappella, Assistant Dean for Administration and Operations

Andrew Blum, PhD, Director, Joan B. Kroc Institute for Peace and Justice

Everard Meade, PhD, Director, Trans-Border Institute

Miranda Williamson, MS, Assistant Director, Graduate Student Services

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Austin Choi-Fitzpatrick, PhD

William R. Headley, CSSp, PhD

Cynthia Irmer, PhD

Christopher McDougal, PhD

Dustin Sharp, PhD, JD

Necla Tschirgi, PhD

### *The Peacebuilding and Social Innovation Minor*

Peace means more than merely the absence of war. It requires creating the conditions for humans to flourish - access to food, clean water and shelter; education for all; freedom from harm and other human rights. Today's big problems require innovative solutions to improve people's well being, security, access to justice, economic opportunities and participation in governance. The minor is designed around the study of violence, oppression and injustice as well as innovative strategies for peacebuilding, which enable students to become effective agents of positive social change.

The new minor in Peacebuilding and Social Innovation consists of 18 units divided among a lower division prerequisite (three units) and upper-division

distribution requirements (15 units). Both the lower-division prerequisite and nine units under the new minor will be courses offered by the Kroc School. However, you will also be able to take two upper-level units from any relevant discipline. The new minor does not require a capstone. Instead, we encourage you to take advantage of various practical experiences including internships (<http://www.sandiego.edu/peacestudies/institutes/ipj/about/interns/>), community service learning and study abroad programs which count towards the minor.

## The Peacebuilding and Social Innovation Minor

Code	Title	Units
<b>Required Courses</b>		
PJS 101		3
Nine upper-level Peace and Justice Studies units (or approved substitutes, including an internship)		9
<b>Electives</b>		
Six upper-level (300-400) units from relevant discipline (approved by Peace and Justice Studies Advisor)		6
<b>Peace and Justice Studies Undergraduate-Level Courses</b>		
PJS 494		
PJS 498		
PJS 499		
<b>Total Units</b>		<b>18</b>

## Copley Library

### LIBR 101 | RESEARCH METHODS

**Units: 1.5-3**

The goal of this course is to instruct students in the use of an academic library's printed and electronic resources to find and evaluate critical information for all disciplines both within libraries and on the Internet. Students are encouraged to think about how information is structured and disseminated as well as the ethical use of information in society.

### LIBR 103 | INFORMATION LITERACY AND RESEARCH STRATEGIES

**Units: 3 Repeatability: No**

**Non-Core Attributes: Undergraduate Research**

This course is designed to be practical and theoretical in scope. Instructors will use a combination of lecture, discussion, and research projects to teach technological and critical thinking skills. Students will explore different types of literacies and understand concepts of intellectual property and the ethics of access. The course framework includes understanding the value of information, research and scholarship as inquiry, and searching as strategic exploration.

### LIBR 294 | SPECIAL TOPICS IN LIBRARY AND INFORMATION SCIENCE

**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Selected topics in library and information science not covered in other courses. May be repeated for credit with different course content. See list of offerings each semester.

### LIBR 494 | SPECIAL TOPICS IN LIBRARY AND INFORMATION SCIENCE

**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

An in-depth analysis of advanced topics in library and information science. May be repeated for credit with different course content. See list of offerings each semester.

### LIBR 499 | INDEPENDENT STUDY

**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual study and written research working in close collaboration with a library faculty. Pre-requisite consent of instructor.

## Faculty Directories

### Faculty Emeriti

#### Joan B. Anderson

Professor Emerita of Economics

BA, San Diego State University; MA, Stanford University; PhD, University of California, San Diego

#### María Pilar Aquino

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ST, Theological Institute of Higher Studies, Mexico; STL, Pontifical Catholic University do Rio Grande do Sul, Brasil; STD, Pontifical Catholic University of Salamanca, Spain

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**The Reverend Monsignor John R. Portman**

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**Sister Alicia Sarre, RSCJ**

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**Mary Woods Scherr**

Professor Emerita of Leadership Studies  
BA, MA, San Diego State University; PhD, Claremont Graduate School/San Diego State University

**Rev. Delwin Byron Schneider**

Professor Emeritus of Theology and Religious Studies  
AB, Concordia College; BD, Concordia Seminary; MA, Pepperdine University; PhD, Rikkyo University, Japan

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**Sister Patricia Shaffer, RSCJ**

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**Michael P. Soroka**

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**Gerald Sperrazzo**

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**Barton Thurber**

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BA, Stanford; PhD, Harvard

**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

**Ray H. White**

Professor Emeritus of Physics and Computer Science  
BS, California Institute of Technology; PhD, University of California, Berkeley

**Gary G. Whitney**

Professor Emeritus Business  
BS, California Polytechnic San Luis Obispo; MBA, University of California, Los Angeles; PhD, University of Washington

## *Undergraduate Faculty*

**Ryan Abrecht (2015)**

Assistant Professor of History  
BA, Boston College; MA, Pennsylvania State University; PhD, University of California, Santa Barbara

**Biljana N. Adebambo (2012)**

Assistant Professor of Finance  
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**Martha Adkins (2011)**

Assistant Professor, Copley Library  
BA, University of Texas, Austin; MA, Yale Divinity School; MLIS, University of North Texas

**Christopher Adler (1999)**

Professor of Music  
BS, Massachusetts Institute of Technology; MA, PhD, Duke University

**Viviana Alexandrowicz (1994)**

Associate Professor of Education  
BA, Universidad Catolica de Chile; MA, San Diego State University; PhD, Claremont Graduate School

**Andrew T. Allen (1984)**

Professor of Economics  
BS, MS, PhD, University of Illinois at Urbana-Champaign

**Emilie Amrein (2014)**

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BS, Indiana University; MM, University of Arizona; DMA, University of Minnesota

**Rae Anderson (2009)**

Professor of Physics and Biophysics  
BS, Georgetown University; MS, PhD, University of California, San Diego

**Brittany Asaro (2020)**

Assistant Professor of Italian  
BA, Claremont McKenna College  
MA, PHD, University of California, Los Angeles

**Casey Arnold (Lieutenant, USN)**

Assistant Professor of Naval Science  
BS, University of Houston

**Clara Azevedo (2016)**

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BA, Universidad Complutense, Madrid, Spain; MA, Michigan State University, PhD Candidate, University of Wisconsin

**Harriet E. Baber (1982)**

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**Susie Paulik Babka (2007)**

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BA, Notre Dame University; MTS, Duke University; MA, PhD, University of Notre Dame

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PhD, University of Arizona

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**Craig B. Barkacs (1991)**

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**Linda Barkacs (2008)**

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**Corey Barnes (2017)**

Assistant Professor of Philosophy  
BA, Fisk University; MA, Union Theological Seminary; MA, Howard University; MA, PhD, University of Memphis

**Donna Barnes (1987)**

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BA, Duke University; MS, Oregon College of Education; PhD, University of Oregon

**Thomas Barton (2007)**

Professor of History  
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**Kenneth Bates (2009)**

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**Kacie Miura (2020)**

Assistant Professor of Political Science and International Relations  
BA, University of Hawaii at Manoa; MA, Yale University; PhD, Massachusetts Institute of Technology

**Sarina Chugani Molina (2011)**

Associate Professor of Education  
BA, MA, University of Hawaii at Manoa; EdD, University of San Diego

**Adriana Molitor-Siegl (2001)**

Associate Professor of Psychological Sciences  
BA, University of California, Riverside; MA, PhD, Duke University

**Rico G. Monge (2013)**

Associate Professor of Theology and Religious Studies  
BA, Pomona College; MDiv, Saint Vladimir's Orthodox Theological Seminary; PhD, University of California, Santa Barbara

**Theresa Monroe, RSCJ (2001)**

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

**Kristin C. Moran (1999)**

Professor of Communication Studies  
BA, University of San Diego; MA, PhD, University of Washington

**Geoffrey Morse (2008)**

Associate Professor of Biology  
BA, Carleton College; PhD, Harvard University

**Michael S. Morse (1990)**

Professor of Electrical Engineering  
BS, MS, Tulane University; PhD, Clemson University; JD, University of San Diego

**Maren Mossman (2020)**

Assistant Professor of Physics and Biophysics  
BS, MS, PhD, Washington State University

**Jennifer Mueller (2012)**

Associate Professor of Management  
BA, Southern Methodist University; PhD, Brandeis University

**Aziz Muqaddam (2020)**

Assistant Professor of Communication Studies  
BA, Drexel University; MA, Emerson College; PhD Michigan State University

**Perla Myers (2001)**

Professor of Mathematics  
BS, University of Houston; MA, PhD, University of California, San Diego

**Vidya Nadkarni (1990)**

Professor of Political Science and International Relations

BA, St. Xavier's College, University of Bombay, India; MA, Jawaharlal Nehru University, India; PhD, University of British Columbia, Canada

**Afsaneh Nahavandi (2013)**

Professor of Management

BA, University of Denver; MA, PhD, University of Utah

**Alejandra Nann (2013)**

Assistant Professor, Copley Library

BA, University of California, San Diego; MLIS, San Jose State University

**Andrew J. Narwold (1990)**

Professor of Economics

BA, University of Virginia, Charlottesville; MBA, Virginia Commonwealth University, Richmond; PhD, University of California, Santa Barbara

**Michael Nelson (Major, USMC) (2000)**

Assistant Professor of Naval Science

BBA, University of Oklahoma

**Turner Nevitt (2015)**

Assistant Professor of Philosophy

BA, University of St. Thomas, TX; MA, MPhil, PhD, Fordham University

**Sylvie Ngilla (2012)**

Associate Professor of French

MA, Université Ouest Nanterre La Défense, France; PhD, University of Minnesota and Université Paris III, Sorbonne Nouvelle, France

**Truc T. Ngo (2009)**

Associate Professor of Industrial & Systems Engineering

BS, PhD, Georgia Institute of Technology

**Noelle Norton (1994)**

Professor of Political Science and International Relations

BA, University of California, Los Angeles; MS, PhD, University of California, Santa Barbara

**Captain Darrick M. Noah (2018)**

Assistant Professor of Military Science

BA, Hawaii Pacific University

**Lisa Nunn (2009)**

Professor of Sociology

BA, Whittier College; MA, PhD, University of California, San Diego

**Angela Nurse (2019)**

Assistant Professor of Sociology

BA, MA, PhD, Michigan State University

**Clara Oberle (2008)**

Associate Professor of History

BA, Wellesley College; MA, PhD, Princeton University

**Gerald Olin (Captain, USN)**

Chair and Professor of Naval Science

BBA, National University; MS University of San Diego; MA U.S. Naval War College

**Rick T. Olson (1996)**

Professor of Industrial & Systems Engineering

BS, MS, PhD, University of Illinois at Urbana-Champaign

**Alma C. Ortega (2003)**

Assistant Professor, Copley Library

BA, University of California, Berkeley; MLIS, MA, University of California, Los Angeles

**Ivan Ortiz (2013)**

Associate Professor of English

BA, Stanford University; MA, PhD, Princeton University

**Bethany O'Shea (2010)**

Associate Professor of Environmental and Ocean Sciences

BS, PhD, University of New South Wales

**Lee Ann Otto (1984)**

Professor of Political Science and International Relations

BA, Lawrence University; MA, Northern Illinois University; PhD, University of British Columbia, Canada

**Roger C. Pace (1987)**

Professor of Communication Studies

BA, MA, Brigham Young University; PhD, Pennsylvania State University

**Nate Parde (2015)**

Associate Professor of Theatre

BFA, Abilene Christian University; MFA, University of Texas at Austin

**Cameron Parker (2003)**

Professor of Mathematics

BS, University of Redlands; MA, PhD, University of California, San Diego

**Jennifer Parkinson (2015)**

Associate Professor of Anthropology

BA, University of Washington; MPhil, University of Cambridge; PhD, City University of New York

**Lieutenant Colonel Michelle Parlette (2019)**

Professor of Military Science

BA, University of Portland; MS, University of Kansas

**Marjorie Patrick (2003)**

Associate Professor of Biology

BSc, MSc, McMaster University; PhD, University of California, Irvine

**Jessica Patterson (2010)**

Associate Professor of History of Art and Architecture

BA, Reed College; MA, PhD, University of California, Berkeley

**Jo Ellen Patterson (1988)**

Professor of Marital and Family Therapy

BS, Baylor University; MEd, Wake Forest University; PhD, University of North Carolina, Greensboro

**Diane D. Pattison (1986)**

Professor of Accountancy

BS, University of Oregon; MBA, California State University, Hayward; PhD, University of Washington

**Rodney G. Peffer (1986)**

Professor of Philosophy

BA, Iowa State University; MA, PhD, University of Arizona

**Jesse Perez (2019)**

Assistant Professor of Theatre

BFA, The Julliard School

**Johan Perols (2008)**

Associate Professor of Accounting

BS, Colorado Christian University; MBA, University of Colorado at Denver; PhD, University of South Florida

**Leonard A. Perry (2000)**

Associate Professor of Industrial & Systems Engineering  
BS, Ohio University; MS, Clemson University; PhD, Arizona State University

**Amanda Petersen (2008)**

Professor of Spanish  
BA, MA, Wichita State University; PhD, University of Colorado at Boulder

**Atreyee Phukan (2006)**

Associate Professor of English  
BA, MA, Delhi University; MA, Carnegie Mellon University; MA, PhD, Rutgers University

**Eric C. Pierson (1999)**

Professor of Communication Studies  
BFA, PhD, University of Illinois at Urbana-Champaign

**Ann L. Pirruccello (1992)**

Professor of Philosophy  
BA, California State University, Los Angeles; MA, PhD, Purdue University

**Jack Wilson Pope (1972)**

Professor of Mathematics  
BA, College of Holy Cross; MS, PhD, University of North Carolina, Chapel Hill

**Jennifer Prairie (2014)**

Associate Professor of Environmental and Ocean Sciences  
BA, Dartmouth College; MS, PhD, University of California, San Diego

**Samuel (Greg) Prieto (2013)**

Associate Professor of Sociology  
BA, Whittier College; MA, PhD, University of California, Santa Barbara

**Joseph Provost (2013)**

Professor of Chemistry and Biochemistry  
BS, Bemidji State University; PhD, University of North Dakota

**Lukasz Pruski (1983)**

Professor of Mathematics  
MScEng, PhD, Warsaw Technical University, Poland

**Alberto López Pulido (2003)**

Professor of Ethnic Studies  
BA, University of California, San Diego; MA, PhD, University of Notre Dame

**David F. Pyke (2008)**

Professor of Operations Management  
BA, Haversford College; MBA, Drexel University; MA, University of Pennsylvania; PhD, Wharton School of the University of Pennsylvania

**Reyes L. Quezada (1999)**

Professor of Education  
BA, San Jose State University; MEd, University of San Diego; MA, San Diego State University; EdD, Northern Arizona University

**Manzur Rahman (1991)**

Professor of Finance  
AB, BS, Lafayette College; PhD, University of South Carolina; JD, University of San Diego

**Ryan Ratcliff (2008)**

Associate Professor of Economics

AB, Stanford University; PhD, University of California, Berkeley

**Carl M. Rebman Jr. (2001)**

Professor of Information Technology and Electronic Commerce  
BA, University of Arizona; MBA, PhD, University of Mississippi

**Thomas E. Reifer (2004)**

Professor of Sociology  
BA, University of California, Santa Cruz; MA, PhD, State University of New York, Binghamton

**Emily Reimer-Barry (2008)**

Associate Professor of Theology and Religious Studies  
BA, University of Notre Dame; MTS, Weston Jesuit School of Theology; PhD, Loyola University Chicago

**Martin Repinecz (2013)**

Associate Professor of Spanish  
BA, Washington University, St. Louis; MA, PhD, Duke University

**Nathalie Reynolds (2008)**

Professor of Environmental and Ocean Sciences  
BS, University of Arizona; MS, Stony Brook University; PhD, North Carolina State University

**Matt Rich (2017)**

Assistant Professor of Art  
BA, Brown University; MFA, School of the Art Institute of Chicago

**Nicholas Riggle (2015)**

Assistant Professor of Philosophy  
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**Scott Ripley (2016)**

Associate Professor of Theatre  
BS, US Naval Academy; MFA, University of California, San Diego

**Daniel A. Rivetti (1986)**

Associate Professor of Finance  
BS, Pennsylvania State University; DBA, Kent State University

**Chell A. Roberts (2013)**

Professor of Industrial & Systems Engineering  
BS, MS, University of Utah; PhD, Virginia Tech

**Fred M. Robinson (1991)**

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**Amanda Ruiz (2014)**

Associate Professor of Mathematics  
BA, University of California, Berkeley; MA, San Francisco State University; PhD, Binghamton University

**Maria Cecilia Ruiz (1990)**

Associate Professor of Spanish  
BA, PhD, University of California, San Diego

**Tara Ceranic Salinas (2008)**

Professor of Business Ethics  
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**Alison Sanchez (2016)**

Assistant Professor of Economics



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**Jonathan Sandy (1986)**

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**Odilka Santiago (2020)**

Assistant Professor of Sociology

BA, Stony Brook University; MA, PHD, Binghamton University

**Joan Schellinger (2014)**

Assistant Professor of Chemistry and Biochemistry

BS, University of the Philippines; PhD, University of California, Davis

**Hans Peter Schmitz (2014)**

Associate Professor of Leadership Studies

MA, Eberhard-Karls-University, Tuebingen, Germany; PhD, European University Institute, San Domenico di Fiesole, Italy

**Kenneth P. Serbin (1993)**

Professor of History

BA, Yale University; MA, PhD, University of California, San Diego

**Gregory D. Severn (1987)**

Professor of Physics

BS, University of California, Los Angeles; PhD, University of Wisconsin, Madison

**Sandra A. Sgoutas-Emch (1993)**

Professor of Psychological Sciences

BA, Emory University; MS, PhD, University of Georgia

**Dustin Sharp (2010)**

Assistant Professor of Peace Studies

BA, University of Utah; JD, Harvard

**Daniel P. Sheehan (1989)**

Professor of Physics

BS, Santa Clara University; PhD, University of California, Irvine

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BEng, Shanghai Jiao Tong University, China; MS, PhD, University of Texas at Dallas

**David Shirk (2003)**

Professor of Political Science and International Relations

BA, Lock Haven University; MA, PhD, University of California, San Diego

**Michael Shulman (2013)**

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BS, California Institute of Technology; Master of Advanced Study, Cambridge University; MS, PhD, University of Chicago

**Leonora Simonovis-Brown (2007)**

Professor of Spanish

Licenciatura, MA, Universidad Central de Venezuela; PhD, Washington University

**Eliza Smith (2019)**

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**James K. Smith (2001)**

Professor of Accountancy

BS, MBA, JD, Tulane University; LLM, University of San Diego; PhD, University of Arizona

**Monique Smith (2021)**

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**Tyagarajan N. Somasundaram (1988)**

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**Joi A. Spencer (2006)**

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**Avi Spiegel (2011)**

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**Steven W. Staninger (1991)**

Professor, Copley Library

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**Shannon Starkey (2015)**

Assistant Professor of Art, Architecture + Art History

BArch, Wentworth Institute of Technology, MA; PhD Candidate, University of California, Los Angeles

**Kathryn C. Statler (1999)**

Professor of History

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**Susannah Stern (2004)**

Professor of Communication Studies

BS, Northwestern University; MA, University of Washington; PhD, University of North Carolina, Chapel Hill

**Abraham Stoll (2000)**

Professor of English

BA, Yale University; MA, PhD, Princeton University

**Suzanne Stolz (2017)**

Assistant Professor of Education

BA, Friends University; MA, EdD, University of California, San Diego

**Richard J. Stroik (1991)**

Associate Professor of French

BA, University of Wisconsin; MA, PhD, New York University

**Monica Stufft (2008)**

Associate Professor of Theatre

BA, Muhlenberg College; PhD, University of California, Berkeley

**David B. Sullivan (1992)**

Associate Professor of Communication Studies

BA, MA, University of Hartford; PhD, University of Massachusetts Amherst

**Steven W. Sumner (2003)**

Professor of Economics

BA, Calvin College; MA, PhD, University of California, San Diego

**Yi Sun (1997)**

Professor of History

BA, Nankai University, China; MA, PhD, Washington State University

**Marko Svetina (2008)**

Associate Professor of Finance

BA, University of Northern Iowa; MS, Iowa State University; PhD, Arizona State University

**Drew Talley (2008)**

Associate Professor of Environmental and Ocean Sciences

BSc, San Diego State University; PhD, University of California, San Diego

**T.J. Tallie (2018)**

Assistant Professor of History

BA, MA, University of California, San Diego, PhD, University of Illinois at Urbana-Champaign

**Steve Tammelleo (2013)**

Associate Professor of Philosophy

BS, Lewis and Clark College; PhD, University of Memphis

**Karen M. Teel (2007)**

Professor of Theology and Religious Studies

BA, Gonzaga University; MA, PhD, Boston College

**Andrew Tirrell (2015)**

Assistant Professor of Political Science and International Relations

BA, Brandeis University; JD, Columbia University; MALD, PhD, Tufts University

**Karma Lekshe Tsomo (2000)**

Professor of Theology and Religious Studies

BA, University of California, Berkeley; MA, PhD, University of Hawai'i, Manoa

**Charles C. Tu (2004)**

Professor of Real Estate

BS, National Chao-Tung University; MBA, PhD, George Washington University

**Jillian Tullis (2015)**

Associate Professor of Communication Studies

BA, MA, California State University, Sacramento; PhD, University of South Florida

**Laura Turner (2012)**

Assistant Professor, Copley Library

BA, Virginia Tech; MLS, University of Texas, Austin

**Adriana Vamosiu (2013)**

Associate Professor of Economics

BA, Whittier College; PhD, University of Maryland at College Park

**Stefan Vander Elst (2009)**

Associate Professor of English

Licentiate, University of Leuven, Belgium; MA, PhD, Princeton University

**Ani P. Velo (2002)**

Professor of Mathematics

MSc, University of Tirana, Albania; PhD, Worcester Polytechnic Institute

**Kenneth Vingua (Captain, USMC)**

Assistant Professor of Naval Science

BS, University of Illinois

**Suzanne Walther (2015)**

Associate Professor of Environmental and Ocean Sciences

BA, University of California, Santa Barbara; MS, University of Virginia; MS, PhD, University of Oregon

**Michele Watkins (2018)**

Assistant Professor of Theology & Religious Studies

BS, Howard University; Mdiv, PhD, Garrett-Evangelical Theological Seminary

**Meaghan Weatherdon (2019)**

Assistant Professor of Theology and Religious Studies

BA, Carleton University; MA, Queen's University; PhD, University of Toronto

**Jennifer Wenzel (2020)**

Assistant Professor of Psychological Sciences

BS, Arizona State University; PhD, University of California, Santa Barbara

**James M. Weyant (1980)**

Professor of Psychological Sciences

BA, Rider College; MA, University of Dayton; PhD, Florida State University

**Allison Wiese (2007)**

Associate Professor of Art

BA, Brown University; MFA, University of California, San Diego

**Irene Williams (1982)**

Professor of English

BA, Bennington College; MA, PhD, Columbia University

**J. Michael Williams (2003)**

Professor of Political Science and International Relations

BA, University of San Diego; JD, The American University; PhD, University of Wisconsin

**Lee Williams (1993)**

Professor of Marital and Family Therapy

BS, Georgia Institute of Technology; MS, PhD, Purdue University

**Randy Willoughby (1988)**

Professor of Political Science and International Relations

BA, University of California, Los Angeles; MA, PhD, University of California, Berkeley

**Nichole Wissman-Weber (2019)**

Assistant Professor of Management

BA, Heritage University; MA, New Mexico State University; PhD, University of Massachusetts, Boston

**Mark Woods (1997)**

Professor of Philosophy

BA, Moorhead State University; MA, PhD, University of Colorado

**Eric Wootten (Lieutenant, USN)**

Assistant Professor of Naval Science

BS, United States Naval Academy

**Wenli Xiao (2012)**

Assistant Professor of Operations Management

BS, University of Science and Technology of China; MSc, Fudan University, Shanghai; PhD, Georgia Institute of Technology

**Dirk S. Yandell (1981)**

Professor of Economics

BA, University of San Diego; MS, PhD, Purdue University

**Mei Yang (2015)**

Associate Professor of Chinese

BA, MA, Beijing Normal University; MA, University of Illinois at Urbana-Champaign; PhD, University of Oregon

#### **Íñigo Yanguas (2012)**

Associate Professor of Spanish Linguistics

Licenciatura, Universidad de Granada; MA, Louisiana State University; MS, PhD, Georgetown University

#### **Sally E. Yard (1989)**

Professor of History of Art and Architecture

AB, Harvard University; MFA, PhD, Princeton University

#### **Angela Yeung (1994)**

Associate Professor of Music

BMus, Wilfrid Laurier University, Canada; MA and Concert Diploma, McGill University, Canada; MPhil, PhD, Columbia University

#### **Zhi-Yong Yin (2003)**

Professor of Environmental and Ocean Sciences

BS, MS, Peking University, Beijing, China; PhD, University of Georgia

#### **Peng Cheng (Phil) Zhu (2013)**

Associate Professor of Finance

BBA, Shanghai Institute of Foreign Trade; MBA, PhD, Carleton University

#### **Carsten Zimmerman (2008)**

Associate Professor of Management

BA, Berlin School of Economics; MPhil, PhD, University of Cambridge

#### **Dennis Zocco (1983)**

Professor of Finance

BS, Pennsylvania State University; MA, PhD, Lehigh University

#### **Jennifer Zwolinski (2004)**

Professor of Psychological Sciences

BS, Santa Clara University; MS, San Diego State University; PhD, University of California, San Diego

#### **Matt Zwolinski (2003)**

Professor of Philosophy

BA, BS, Santa Clara University; PhD, University of Arizona

## Undergraduate Courses

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# Accounting (ACCT)

## ACCT 201 | PRINCIPLES OF FINANCIAL ACCOUNTING

**Units: 3 Repeatability: No**

Prerequisites: ECON 101

Introduction to accounting records, their purpose and use, emphasizing the establishment of a solid conceptual background. Accounting procedures for specific asset, liability, and owner's equity accounts are also examined from the point of view of users of financial statements.

## ACCT 202 | PRINCIPLES OF MANAGERIAL ACCOUNTING

**Units: 3 Repeatability: No**

Prerequisites: ACCT 201 with a minimum grade of C-

Introduction of managerial accounting information for planning, controlling, and making decisions within a firm. Current changes to the business environment and their impact on accounting is also presented.

## ACCT 294 | SPECIAL TOPICS IN ACCOUNTING

**Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in accounting. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

## ACCT 300 | INTERMEDIATE ACCOUNTING I

**Units: 3 Repeatability: No**

Prerequisites: ACCT 202 with a minimum grade of C-

Emphasis is placed upon corporate organization with a comprehensive study of current assets; property, plant, and equipment; intangible assets; and current liabilities. Recent developments in accounting theory and their impact on financial reporting are illustrated. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

## ACCT 301 | INTERMEDIATE ACCOUNTING II

**Units: 3**

Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

## ACCT 302 | COST ACCOUNTING

**Units: 3 Repeatability: No**

Prerequisites: ACCT 202 with a minimum grade of C-

Sources of data and preparation of financial statements in manufacturing organizations are studied. Primary emphasis is on costs for control, decision processes internal to the firm (including standards of performance), relevant costs for decisions, budgets, and capital investment considerations. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

## ACCT 303 | ACCOUNTING INFORMATION SYSTEMS

**Units: 3**

Prerequisites: ACCT 300 with a minimum grade of C- and ACCT 302 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Information requirements and transaction processing procedures relevant to integrated accounting systems. The course emphasizes accounting system design, analysis, and related internal controls.

## ACCT 306 | FEDERAL TAX ACCOUNTING I

**Units: 3 Repeatability: No**

Prerequisites: ACCT 201 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Students will learn the fundamentals of federal income tax law from both a theory and practice perspective. Research projects and sample tax returns are used to illustrate course material. This course is designed for anyone needing a background in tax practice, or who would like to take a more active role in their own individual tax planning. Although the course is designed for Business and Accounting majors, upper division students from outside the School of Business Administration are welcome and are encouraged to consult with the instructor for permission to take the course. (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).



**ACCT 320 | ETHICS FOR ACCOUNTANTS****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

Prerequisites: ACCT 202 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Course develops student skills to recognize and apply ethical concepts within accounting and financial reporting engagements. The course covers theoretical foundations of ethical decision making and then shows the application of those ethical foundations to real life situations that accountants might encounter. Understanding the overall ethical responsibilities accountants have to protect the public interest is emphasized. This may be taken after 45 units are completed.

**ACCT 401 | ADVANCED ACCOUNTING****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: ACCT 301 (Can be taken Concurrently) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)

Accounting and reporting for business combinations, foreign currency transactions, partnerships, and not-for-profit organizations such as governments, charities, universities, and hospitals.

**ACCT 407 | FEDERAL TAX ACCOUNTING II****Units: 3**

Prerequisites: ACCT 300 with a minimum grade of C- and ACCT 306 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Study of special tax considerations pertaining to corporations and partnerships. Practice tax returns are used to illustrate the course material.

**ACCT 408 | AUDITING****Units: 3**

Prerequisites: ACCT 301 with a minimum grade of C- and ACCT 303 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Intensive introduction to the attest function in society today. The environment, the process, and the report of the public auditor are analyzed. Potential extensions of the attest function are examined.

**ACCT 425 | FINANCIAL STATEMENT ANALYSIS FOR ACCOUNTANTS****Units: 3 Repeatability: No**

Prerequisites: ACCT 300 with a minimum grade of C- and FINA 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course develops a set of core skills essential to financial statement analysis. It covers strategic ratio analysis, cash flow analysis, pro forma financial statements, financial modeling and firm valuation using discounted cash flow and residual income models, with an emphasis on practical applications. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 430 | INTERNATIONAL FINANCIAL ANALYSIS AND REPORTING****Units: 3 Repeatability: No**

Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The study of international accounting issues is crucial for effective interpretation and analysis of financial information from companies located around the world. This course adopts a twofold approach. First, the course examines diverse financial reporting practices with an emphasis on the underlying cultural, political, institutional and economic factors. Highlighting a user's perspective, the course then develops a financial statement analysis framework for comparing published financial information of non-U.S. companies. Combining these two approaches will enable students to prepare comparative case analyses based on a country context. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 431 | APPLIED RESEARCH FOR FINANCIAL ACCOUNTANTS AND AUDITORS****Units: 3 Repeatability: No**

Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 433 | ACCOUNTING ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: ACCT 303

Gain hands on accounting analytics experience working with (1) Excel, Access, and ACL to analyze transaction data and perform 100% population testing test of internal controls, (2) Tableau to analyze transaction data to gain an understanding of the client and to perform a fraud risk assessment, and (3) Python to load and transform data and develop a revenue prediction model that can be used in analytical procedures.

**ACCT 435 | NOT-FOR-PROFIT ACCOUNTING****Units: 3 Repeatability: No**

This class will cover basic nonprofit accounting rules, procedures and best practices. Specifically, to gain insight on the different types of nonprofits based on their funding models and how that impacts financial systems and reporting, understand a basic set of nonprofit financial statements and know the specialized accounting rules that apply, be able to analyze the financial health of an organization using the financials, learn to navigate the form 990 and other compliance requirements, and understand the concept of internal financial controls and management's responsibility in that area.

**ACCT 440 | CONTROLLERSHIP AND STRATEGIC COST MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: ACCT 302 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 460 | TAX RESEARCH****Units: 3 Repeatability: No**

Prerequisites: ACCT 306 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course examines research methods used for Federal taxation. Topics include ethics, tax research methodology, primary sources of law, secondary sources of law and tax practice. Students will use electronic databases and other library resources to research fact patterns in groups and present their findings to the class. In addition, students are expected to do the necessary background reading and take related tests on the topics studied. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 461 | PARTNERSHIP TAXATION****Units: 3 Repeatability: No**

Prerequisites: ACCT 407 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course examines tax reporting for non-corporate entities including partnerships, limited liability companies (LLCs) and limited liability partnerships (LLPs) and the taxation of entity owners. Students who complete this course will: (1) understand common partnership, LLC angle terminology, (2) know how and where to research on-corporate tax issues, (3) learn to prepare and review common non-corporate entity tax reports, (4) develop skills in communicating tax issues and answers to clients, (5) understand non-corporate tax planning techniques, (6) understand how to creatively structure transactions consistent with current tax laws and (7) understand how the California Board of Accountancy Ethics requirements apply to taxation issues. Problem based learning (practice problems, cases and examples) will provide the core methods of classroom instruction. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 462 | ESTATE AND GIFT TAXATION AND PLANNING****Units: 3 Repeatability: No**

Prerequisites: ACCT 306 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course examines the details of three Federal transfer taxes: the estate tax, gift tax and generation skipping tax. Topics will include transfers subject to the gift tax, valuation of gifts, gift tax exclusion, gift splitting, the gross estate, deductions for transfer taxes, life insurance subject to estate tax and the determination and payment of the three taxes. Students will be expected to prepare estate and gift tax returns, research issues related to these transfer taxes and present topics to the class. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 464 | ADVANCED CORPORATE TAXATION****Units: 3 Repeatability: No**

Prerequisites: ACCT 407 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course uses case studies to review corporate formations, corporate operations, corporate distributions, and S corporations. Following this review, the course examines advanced topics, including consolidated tax returns, corporate reorganizations, net operating loss limitations, and financial statement tax provisions. Students will learn the supporting law for these topics as well as practical applications similar to situations encountered within public and private corporations and within public accounting firms tax departments. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**ACCT 480 | INTERNATIONAL ACCOUNTING STANDARDS****Units: 3 Repeatability: No**

Prerequisites: ACCT 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Corequisites: ACCT 481

The student of international accounting issues is crucial for effective interpretation and analysis of financial information from companies around the world. Topics include financial reporting practices, taxes, business operations or multilateral corporations, foreign currency translation, and transfer pricing. Note: ACCT 480 and ACCT 481 must be taken concurrently.

**ACCT 481 | EUROPEAN ACCOUNTING BUSINESS ENVIRONMENT****Units: 3 Repeatability: No**

Prerequisites: ACCT 300 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Corequisites: ACCT 480

The primary goal of the course is to immerse students from a physical, cultural and intellectual perspective with an emphasis on doing business in the U.K., France, and Italy. The students will study the differences and similarities of the management systems in Western Europe as well as the parts of the world. Note: ACCT 480 and ACCT 481 must be taken concurrently.

**ACCT 492 | TAX CONSULTING SIMULATION****Units: 3 Repeatability: No**

Course focuses on understanding tax consulting fundamentals, ability to research tax questions, ability to develop tax planning alternatives using business cases, and ability to communicate tax strategies to clients orally and in writing. The course concludes with participation in a large, CPA firm sponsored tax competition. Instructor's permission required to enroll in this class.

**ACCT 494 | SPECIAL TOPICS IN ACCOUNTING****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-

An in-depth analysis of selected topics in accounting. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ACCT 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of accountancy under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**ACCT 498 | INTERNSHIP****Units: 1-3**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-  
 Experiential learning working in a business, government, or nonprofit organization. Placements provide the opportunity for practical application of accounting, business, and economics principles. Placement must emphasize accounting field. See schedule of classes for special meeting times. This course may not be repeated for credit.

**ACCT 499 | INDEPENDENT STUDY****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-  
 Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

## Anthropology (ANTH)

**ANTH 101 | INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area**

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

**ANTH 101L | INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY LAB****Units: 1 Repeatability: No****Core Attributes: Science/Tech Inquiry area****Non-Core Attributes: Lab**

Corequisites: ANTH 101

This laboratory course will provide students with hands on experience working with fundamental concepts in biological anthropology including evolutionary mechanisms, genetics, comparative primate biology, the human fossil record, and modern human variation. Must be taken in conjunction with ANTH 101 lecture. Every semester.

**ANTH 102 | INTRODUCTION TO CULTURAL ANTHROPOLOGY****Units: 3 Repeatability: No****Core Attributes: Social/Behavioral Inquiry area**

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

**ANTH 103 | INTRODUCTION TO ARCHAEOLOGY****Units: 3 Repeatability: No****Core Attributes: Social/Behavioral Inquiry area**

A discussion of the techniques and concepts used by archaeologists to understand humankind through material culture. Every semester.

**ANTH 300 | RESEARCH SEMINAR****Units: 3**

A course wherein students develop a special topic that contributes new knowledge in the discipline. Research includes laboratory, field, or library investigation.

**ANTH 310 | HUMAN EVOLUTION****Units: 3 Repeatability: No**

Prerequisites: ANTH 101

This course offers an overview of the fossil evidence for human evolution. Students will become familiar with basic principles of biological classification and nomenclature and with the anatomical features characteristic of different hominin species. They will also explore methods of reconstructing behavioral attributes from skeletal and archaeological data and gain a detailed knowledge of current theoretical perspectives in palaeoanthropology.

**ANTH 311 | MONKEY BUSINESS: BEHAVIOR AND ECOLOGY OF PRIMATES****Units: 4 Repeatability: No****Core Attributes: Quantitative reasoning comp****Non-Core Attributes: Lab**

Prerequisites: ANTH 101 and ANTH 101L

An introduction to the study of non-human primates (prosimians, tarsiers, monkeys, and apes). This course will examine the behavior, ecology, evolution, and conservation of extant primates. The inquiry based-lab introduces methods commonly used in animal behavior, and allows students to test hypotheses within an ecological and evolutionary framework. Laboratory exercises will be conducted at the San Diego Zoo.

**ANTH 312 | PALEOPATHOLOGY****Units: 3**

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

**ANTH 313 | FORENSIC ANTHROPOLOGY****Units: 3**

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

**ANTH 314 | BONES: HUMAN OSTEOLOGY****Units: 3**

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

**ANTH 315 | MODERN HUMAN VARIATION****Units: 3**

The course surveys the biological variation within and among human populations. After covering the basic principles of genetics and evolutionary theory, the course examines the genetic, physical, and behavioral traits found in our species, including adaptations to disease, temperature, altitude, and nutritional needs. These traits will be considered from a cultural and scientific perspective, and the evolutionary and cultural processes that have shaped these traits will be discussed. The course will also explore how culture can influence our understanding of human biology, and how studies of human variation have impacted society in the past and present. Strongly recommend ANTH 101 as preparation.

**ANTH 316 | PRIMATE EVOLUTIONARY ANATOMY****Units: 3 Repeatability: No**

The course will: a) survey the anatomy of the living primates and review different anatomical systems and behaviors across species from a structural, functional, and evolutionary perspective; b) examine aspects of the primate fossil record, including adaptations unique to our own lineage: the hominins; and c) make use of primate skeletal casts to link aspects of skeletal structure with soft tissue anatomy. Emphasis will be given to understanding the ways in which anatomy is correlated with behavior.

**ANTH 317 | ZOOARCHAEOLOGY: THE ARCHAEOLOGY OF ANIMALS****Units: 3 Repeatability: No**

Prerequisites: ANTH 101 and ANTH 102

This course focuses on theories and methods for studying animal skeletal remains from archaeological sites. Particular attention will be paid to identification and quantification of zooarchaeological material, to various cultural and natural processes that affect animal bones pre- and post-burial, and to the use of faunal remains for determining past human diets and environments.

**ANTH 320 | NORTH AMERICAN INDIAN CULTURES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1**

Prerequisites: ANTH 102

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

**ANTH 321 | CALIFORNIA AND GREAT BASIN INDIAN CULTURES****Units: 3 Repeatability: No**

An overview of the environment and cultural history of native California and the neighboring Great Basin region. Close examination of Southern California groups: Gabriëño, Serrano, Cahuilla, Cupeño, Luiseño, and Kumeyaay cultures and contemporary issues. Lecture-discussions, ethnographies, biographies, and California Indian guest lecturers. Field trips may be included.

**ANTH 323 | SOUTHWEST INDIAN CULTURES****Units: 3 Repeatability: No**

Prerequisites: ANTH 102

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

**ANTH 327 | SOUTH AMERICAN INDIAN CULTURES****Units: 3**

A survey of the aboriginal populations of South America; origins and development of culture types as revealed by archaeology, biological anthropology, colonial writings, and modern ethnographic studies.

**ANTH 328 | CARIBBEAN CULTURES****Units: 3**

A survey of the environments, ethnohistory, cultures, and current concerns of the peoples of the Caribbean region, including the Greater and Lesser Antilles and the east coast of Central America.

**ANTH 331 | SOUTHWESTERN ARCHAEOLOGY****Units: 3**

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

**ANTH 334 | SOUTH AMERICAN ARCHAEOLOGY****Units: 3**

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

**ANTH 335 | NAUTICAL ARCHAEOLOGY****Units: 3**

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

**ANTH 339 | POST MEDIEVAL SEAFARING AND EMPIRE****Units: 3**

A survey course that examines the advents of shipbuilding and seafaring to promote Empire in the New World. Beginning with Columbus' voyages at the close of the fifteenth century and concluding with the American Civil War, students will utilize archaeological and historical sources to better understand colonization, waterborne commerce, and naval warfare.

**ANTH 341 | MUSEOLOGY****Units: 3**

An introduction to museum work combining theory, critique, and practice. The course presents the history of museums, the development of curation and conservation practices, and focuses on the educational role of modern museums through exhibit design and installation. Field trips to local museums and galleries are requisite.

**ANTH 343 | THE ANCIENT DEAD: BIOARCHAEOLOGY****Units: 3**

An examination of how archaeologists and biological anthropologists excavate and analyze the remains of past societies. Students are introduced to the theories, methods, and techniques of fieldwork and laboratory analysis. Basic skeletal and artifact analysis is the core of the course. Lectures, readings, group discussions, digital presentations, and guest speakers are also included. Field trips may supplement the core material.

**ANTH 349 | WRITING ANTHROPOLOGY****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

A practicum in anthropological writing including professional publication (books and journals), grant proposals (both for funds and fellowships), popular journals, museum exhibition catalogs, and electronic media. Students in this course will learn to communicate effectively in various formats following guidelines established by the American Anthropological Association, American Association of Museums, and funding agencies such as the National Science Foundation.



**ANTH 350 | PEOPLING OF THE AMERICAS****Units: 3**

When 16th century Europeans arrived in the New World they found it densely inhabited. Speculation then began as to who the people were, where they had come from, and when they had arrived. From the Ten Lost Tribes of Israel to the ancestors of the Ainu, no group seems to have been exempt from consideration. In this survey course we examine various claims for places of origin and times of arrival. We investigate the level and weight of available evidence, and learn how to scientifically evaluate it. Archaeological, geological, bioanthropological, linguistic, genetic, and maritime data are brought to bear on the question.

**ANTH 353 | PLANTS AND ANIMALS IN SOUTHWESTERN MYTHOLOGY****Units: 3 Repeatability: No**

Prerequisites: ANTH 102

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

**ANTH 354 | ORIGIN MYTHS OF THE SOUTHWEST****Units: 3 Repeatability: No**

Prerequisites: ANTH 102

A survey of the mythology of four major groups of Native Americans from the Greater Southwest — Yumans, Pimans, Puebloans, and Athabascans or Apacheans. Origin myths from these groups include creation, emergence, dispersal, and flood stories as well as flute lore and dying-god stories. The course examines how myths function in the four groups, how they reflect the subsistence base, worldviews, and individual and community needs; it also looks at myth as an art form.

**ANTH 360 | NAUTICAL ANTHROPOLOGY OF CALIFORNIA****Units: 3**

A survey course that examines the advent of seafaring in California, from the Paleolithic to Modern Ages. Students will utilize archaeological and historical sources to explore a variety of strategies for resource utilization, water-borne commerce, and the burgeoning naval defense industry, beginning with early coastal settlers and ending in the 21st century. Emphasis will be placed on San Diego's maritime history.

**ANTH 362 | PIRACY IN THE NEW WORLD****Units: 3 Repeatability: No**

An examination of the sociology of seafaring communities through the historical record of piratical activity, the economic impact of piracy on contemporary societies, the archaeological evidence of pirate ventures, the sensationalism of pirate legend, and the cultural responses to the influences of the pirate phenomenon.

**ANTH 364 | SURF CULTURE AND HISTORY****Units: 3**

This course examines the historical and socio-cultural components of one of Southern California's fastest growing leisure activities. Successful participation in this sport and membership in its local subcultures are contingent upon specialized knowledge of geography, wave physics, weather patterns, ocean biota, board design, and the often complex yet subtle intricacies of regional customs. Emphasis is placed on surfing's Polynesian roots and their transmission — via the Hawaiian Islands — to Southern California, whence surf music, literature, art, and movies have become ambassadors for an international phenomenon.

**ANTH 370 | INDIGENOUS RELIGIONS****Units: 3**

An examination of the elements, forms, and symbolism of religion among indigenous peoples; role of religion in society; anthropological theories of belief systems.

**ANTH 380 | CULTURAL DIVERSITY****Units: 3**

A cross-cultural study of social systems; principles of organization and relationships of society to ecological conditions; methodology of comparisons; and ethnographic materials.

**ANTH 385 | NATIVE PEOPLES OF NORTHWEST EUROPE****Units: 3**

A survey of the origins and migrations of the indigenous people of northwest Europe from Paleolithic times into the historic period, with a focus on the peoples who became known as the "Anglos." The methodologies of archaeology, history, and the bioanthropology are used to understand these native populations.

**ANTH 390 | ARCHAEOLOGY OF THE BIBLE****Units: 3**

A two-fold broad-based survey emphasizing historical contexts, archaeological sites, and material culture from the Early Bronze through Iron Ages in the Eastern Mediterranean world, corresponding to historical and literary references in the 1) Bible ("Tanakh") and 2) Christian New Testament.

**ANTH 410 | SOCIAL CHANGE: GLOBAL PERSPECTIVES****Units: 3 Repeatability: No**

Using sociological perspectives on the roles of cultural beliefs and social practices in shaping people's lives, this course offers an overview of the organizing principles of society that resulted in the transition of pre-industrial societies to modern industrial states. The goals of the course are to make students aware of the power that social and cultural structures hold over them, of the fact that different societies will necessarily hold disparate views on how societies should be organized, and of the means to assess social/cultural differences in a nonjudgmental way. Topics covered include the technological bases of social organization, sex and gender stratification, demography, nationalism, religion, and civil society.

**ANTH 411 | PLANET OF THE GREAT APES: ECOLOGY AND EVOLUTION OF HUMANKIND'S CLOSEST RELATIVES****Units: 4 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: ANTH 101 or ANTH 101L or ANTH 311

The course examines the natural history, behavior, ecology, and life history of each of the great apes including: orangutans, gorillas, bonobos, and chimpanzees. The course will also consider conservation issues facing wild great apes, the welfare of apes in captivity, and ethical debates on ape "personhood" and other controversies of humankind's closest living relatives. Insights gathered shed light on human's shared evolutionary history with other great apes, and are applicable to the future survival of all great ape species.

**ANTH 420 | METHOD AND THEORY IN ARCHAEOLOGY****Units: 3 Repeatability: No**

The purpose of the course is to study the theory, methods, and techniques of archaeological studies in detail. Emphasis will be on theory and analytical methods (particularly dating) but will include discussions on survey and excavation. The scientific method, including research design, will also be emphasized.

**ANTH 430 | CULTURAL ECOLOGY****Units: 3 Repeatability: No**

The course examines the basic relationships between people and both the natural and cultural environment. An understanding of biological adaptation and the role of culture in interacting and adapting to the environment is emphasized. A focus of the course is on extant traditional societies but the concepts apply to all societies. The application of an understanding of traditional practices in the modern world is also considered.

**ANTH 460 | ETHNOGRAPHIC FIELD METHODS****Units: 3**

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

**ANTH 463 | ANTIQUITIES: WHO OWNS THE PAST?****Units: 3**

An anthropological investigation of ethical ownership of the past. The black-market in antiquities is a multi-million dollar a year business despite the attempt of most countries to stake legal claim to such objects as national patrimony. This course examines the current chain of events in antiquities trafficking, from the peasant digging in his field to sales in the world's premier auction houses. It also examines the means by which most of the world's museums came by their antiquities collections and the controversy concerning their continued ownership.

**ANTH 470 | SHAMANS, ART AND CREATIVITY****Units: 3**

An investigation of the phenomenon of art in human society from earliest times to the present. The course considers art as an integral part of culture and examines the role of the shaman in art's origins. The course samples a wide range of art traditions in their cultural context, such as that of the Huichols of northwestern Mexico, the Shipibo of eastern Peru, and the Tungus reindeer herders of Siberia.

**ANTH 494 | SPECIAL TOPICS IN ANTHROPOLOGY****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

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

**ANTH 496 | RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential****ANTH 498 | INTERNSHIP****Units: 3****Non-Core Attributes: Experiential**

An apprenticeship to be undertaken within the San Diego anthropological community (that is, San Diego Museum of Man, the San Diego Archaeological Center, the Office of the San Diego County Archaeologist, CALTRANS, Mingei International Museum, etc.). The apprenticeship will be developed by the student, his or her mentor, and the Department of Anthropology. Prereq: consent of department chair. Every semester.

**ANTH 499 | INDEPENDENT STUDY****Units: 1-3****Non-Core Attributes: Experiential**

A project developed by the student in coordination with an instructor that investigates a field of interest to the student not normally covered by established anthropology courses. Prereq: consent of instructor and department chair. Every semester.

## Arabic (ARAB)

**ARAB 101 | FIRST SEMESTER ARABIC****Units: 3**

Prerequisites: Passing the appropriate departmental placement test within the previous year

An introduction to the four basic language skills: listening, speaking, reading, and writing of Modern Standard Arabic as well as the cultures of Arabic-speaking peoples. At the end of the semester students will have sufficient comprehension to understand utterances about basic survival needs and minimum courtesy and travel requirements in areas of immediate need or on very familiar topics. Students will be able to speak, read, and write using memorized material and set expressions.

**ARAB 102 | SECOND SEMESTER ARABIC****Units: 3**

Prerequisites: ARAB 101 or Passing the appropriate departmental placement test within the previous year

Continuation of the skills developed in Arabic 101. Increased practice in reading and writing. Acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture. Students can typically satisfy with ease predictable, simple, personal, and accommodation needs and meet courtesy, introduction, and identification requirements; exchange greetings; elicit and provide predictable and skeletal biographical information.

**ARAB 140 | TOPICS IN ARABIC LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Study at the lower-division level of a topic in Arabic literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**ARAB 141 | TOPICS IN ARAB-AMERICAN LITERATURE, FILM OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area, Domestic Diversity level 1**

Study at the lower-division level of a topic in Arab-American literature and culture with a focus on domestic diversity. This course is taught in English and satisfies the core requirements for Literary Inquiry and DISJ-Domestic, level 1, but does not satisfy the core Second Language requirement.

**ARAB 142 | TOPICS IN ARABIC LITERATURE IN TRANSLATION, FILM-GLOBAL****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area, Global Diversity level 1**

Study at the lower-division level of a topic in Arabic literature, film and/or culture with a Global Focus. This course is taught in English and satisfies the core requirements for Literary Inquiry and DISJ-Global, level 1, but does not satisfy the core Second Language requirement.

**ARAB 194 | SPECIAL TOPICS IN ARABIC LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Arabic literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**ARAB 201 | THIRD SEMESTER ARABIC****Units: 3****Core Attributes: Second language competency**

Prerequisites: ARAB 102 or Passing the appropriate departmental placement test within the previous year

Further development of language competence to the intermediate level.

Introduction of easier literary and cultural readings that will solidify reading skills and provide deeper understanding of Arabic cultures. By the end of the course, students should be able to identify family members, relatives and social relations; describe professions and college study subjects and specializations; describe concrete places and situations; understand, express, and respond to abstract and information questions; read dialogues and paragraphs; write more articulate sentences and paragraphs. Prerequisite: ARAB 102 or equivalent or Placement Exam. Every Fall.

**ARAB 202 | FOURTH SEMESTER ARABIC****Units: 3**

Prerequisites: ARAB 201 or Passing the appropriate departmental placement test within the previous year

Continued development of reading, writing, listening, and speaking skills. Student will be able to satisfy routine social demands and limited work requirements and routine work-related interactions that are limited in scope. Student will be able to handle most normal, high-frequency social conversational situations including extensive, but casual conversations about current events, as well as work, family, and autobiographical information.

**ARAB 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: ARAB 202

Study at the lower-division level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**ARAB 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: ARAB 202

Study at the third-year level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**ARAB 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced Arabic language skills will be utilized.

**ARAB 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor.

# Architecture (ARCH)

**ARCH 101 | INTRODUCTION TO ARCHITECTURE STUDIO****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area**

An introduction to the fundamentals of the discipline of architecture. The purpose of this course is to offer, to any student, an introduction to the basic steps of design as it is done in architecture. Through a series of assignments of increasing complexity and scale, the studio explores the skills of drawing, sketching, and model building, and introduces a range of architectural ideas and issues that form the foundation of the discipline. Methods of instruction include studio work, desk critiques, tutorials and lectures.

**ARCH 121 | INTRODUCTION TO MODERN ARCHITECTURE****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

A survey of the intellectual origins, artistic concerns and utopian programs of the Modern Movement in architecture. The course examines how modern architecture responded to the social, political, and technological changes in the years between 1750 and 1960. Topics include a wide range of debates on class, race, gender, nationalism, and colonialism, linking them to the questions of housing, domesticity, privacy, and standardization, as well as to the formal vocabularies of modern architecture.

**ARCH 136 | THE YEAR 1500: A GLOBAL HISTORY OF ART AND ARCHITECTURE****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This survey introduces students to the art and architecture of some of the many cultures that flourished around the year 1500: Italy and the Netherlands, the Ottoman empire, the Safavid dynasty in Iran, the rising Mughals in India, the Ming dynasty in China, and the Muromachi shogunate in Japan. The class discusses these artistic traditions in their own right, while at the same time emphasizing thematic and stylistic relationships and cross-cultural influences. The survey challenges the primacy of European artistic norms, and invites students to experience the diversity and complexity of the definition of art in the age of exploration. Cross-listed as ARTH 136.

**ARCH 201 | ARCHITECTURAL DESIGN STUDIO I****Units: 4 Repeatability: No**

Prerequisites: ARCH 101

In this studio, students explore and design housing types at different densities through the basic representational techniques of architecture: plan, section, elevation, axonometric projection and model-making. Under the theme of the house, a series of assignments introduce the students to the various scales of architectural intervention, from the dimensions of the human body all the way to the territory of the city. (3 hours lecture, 3 hours studio/lab weekly. Additional special workshop hours in the computer lab or woodshop may also be scheduled as needed.).

**ARCH 221 | ARCHITECTURE AND THEORY SINCE 1945****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARTH 221. Prior completion of ARCH /ARTH 121 recommended.

**ARCH 275 | STUDY ABROAD IN ARCHITECTURE****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An investigation of site-specific issues or topics in architecture and urbanism, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARCH 275 can be taken concurrently during a study abroad semester or summer.

**ARCH 294 | SPECIAL TOPICS IN ARCHITECTURE****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

An investigation of select issues in architecture. May be repeated when topic changes. Students may enroll concurrently if topic differs.

**ARCH 301 | ARCHITECTURAL DESIGN STUDIO II****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARCH 101 or ARCH 102 or ARCH 201

This design studio course explores architecture as a cultural practice that structures both the physical and the social environment. A number of exercises will introduce the students to questions surrounding a wide range of scales of inhabitation, from the scale of the body to that of the campus, city and region. The design studio will address the inherent material, environmental, cultural and social issues that form these questions. Students can also expect to reach technical competency in a full range of design media, including drawing, model-making and computer aided design. (3 hours of lecture, 3 hours of studio/lab weekly. Additional special workshop hours in the computer lab, metal or woodshop may also be scheduled as needed.).

**ARCH 302 | ARCHITECTURAL DESIGN VERTICAL STUDIO****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARCH 101 or ARCH 102 or ARCH 201

This is a thematic and thesis-driven studio that allows students of various levels and design skills to work together and learn from each other's experiences. Interested Sophomores may be admitted to this course, along with Juniors and Seniors, provided that they have successfully completed ARCH 101 or 102 and obtained the instructor's permission. The studio assignments will encourage teamwork, independent thinking and accelerated learning. (3 hours of lecture or faculty-led seminar, 3 hours of studio/lab weekly. Additional special workshop hours in the computer lab, metal or woodshop may also be scheduled as needed.).

**ARCH 320 | MONEY BY DESIGN: ARCHITECTURE AND POLITICAL ECONOMY****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

The course articulates the ways in which architecture as a physical object and a cultural practice influences and is influenced by political economy since the mid-16th century to today. The outline mashes up two conventionally disparate bodies of literature: architectural history and economic history. When architecture no longer operates in a direct, unmediated relationship between individuals, it meets economic forces and the pressures of the market. The course illustrates the cycle of creative destruction that characterizes the spread of capitalism, tuning into the architectural opportunities that occur periodically in each step capital takes backward before taking two steps forward.

**ARCH 321 | CITY AND UTOPIA: INTRODUCTION TO HISTORY OF URBANISM****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course surveys the relation between social and physical space in the formation of modern cities, as well as in the formation of modern disciplines, city planning and urban design. It examines how the projects of social reform and political control shaped the grand urban projects and the "master plans" of the 19th and 20th century. This course is intended to introduce students to a history of ideas in modern urbanism and enhance their understanding of the city as a symbolic form. Cross-listed as ARTH 321.

**ARCH 322 | CONTEMPORARY ARCHITECTURE****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Artistic Inquiry area**

This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARTH 322.

**ARCH 323 | MEMORY, MONUMENT, MUSEUM: STUDIES IN HISTORIC PRESERVATION****Units: 3****Core Attributes: Advanced writing competency, Artistic Inquiry area**

This class introduces students to the contemporary debates and practices in art, museology, and historic preservation by focusing on the changing definitions of the monument, the souvenir, collecting, collective memory and the museum. Cross-listed as ARTH 323.

**ARCH 325 | PRACTICUM IN ARCHITECTURE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

A practical course of limited hours or short duration, focusing on a specific architectural project.

**ARCH 327 | ARCHITECTURE AND DECOLONIZATION****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

This course examines the ways architecture, urban planning and real estate have been implicated in the histories of colonialism—understood broadly as instituting white settler control over indigenous lands, the dispossession and marginalization of colonized peoples, and/or establishing European cultural, economic, and political domination. By decolonization we refer to the historical liberation movements around the world, and the indigenous peoples' struggle for the recognition of their sovereignty over land, as well as the intellectual experiences that counter, or diverge from, European hegemony. Focusing on the years since 1945, this course surveys the architecture profession's intersections with military logistics, total war, environmental control, infrastructure systems, and monetary, cultural or philanthropic institutions that either violently suppressed insurgencies and liberation movements around the world, or help recolonized the global South. Extending into the post-colonial period, the course will also examine Third World development, international assistance, and humanitarianism especially as they shaped housing and land use policies. While many of our case studies are located in Africa, Middle East and South Asia, the questions of decolonization/marginalization closely relate to our experience in the United States. Topics include the role the US housing policy played in segregating American cities in twentieth century, and Southern California's intertwined histories of architectural modernism and settler colonialism. Cross-listed as ARTH 327.

**ARCH 330 | SPECIAL TOPICS IN THE HISTORY OF ARCHITECTURE AND DESIGN****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

A focused investigation of select issues in architectural and design history. Topics vary. May be repeated for credit. Cross-listed as ARTH 330.



**ARCH 340 | BIOGRAPHIES OF WORLD CITIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

This course is a focused survey of the arts and architecture of a great city throughout history. It examines how shifting social contexts and patronage shaped the monuments of art and architecture; how the function and meaning of these monuments have changed in subsequent stages of the city's history; how the traces of past architecture—the archaeological strata—structure the city's present form; and how the monuments record the individual experiences and collective memory of a city's inhabitants. Students will learn to analyze art and architecture based on firsthand experience, field surveys, and faculty-guided research. Offered mainly as a study abroad course by the USD faculty during winter Intersession or summer programs. Cities may include Rome, Istanbul, Madrid, Paris, London, Mexico City, and Los Angeles, among others. Cross-listed as ARTH 340.

**ARCH 350 | THEORIES OF ORGANICISM****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This seminar examines discourses surrounding the themes of "Organicism" (19th Century) and "Organic Architecture" (20th Century) as productive constructs from which to gain a deeper understanding of the development of modern architecture. A critical investigation of primary and secondary sources will serve as the basis from which to understand the creative, social and political questions driving this discourse, as well as their continuing legacy in contemporary artistic practices.

**ARCH 355 | ARCHITECTURE AND FILM: THE SPACE OF THE SCREEN****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

This seminar examines representations of space, built environments and psychological landscapes in cinema. From the perspectives of both architecture and film studies, the course explores how film renders physical space on a two-dimensional screen by aesthetic and technical means to convey our fears and desires. So, too, artists have similarly tackled the layered spaces of the screen in moving image artworks that probe at the porous boundaries between virtual and real space. Reading discussions, screenings and project critiques delineate the architectural framing of space and time within a cinematic context—and ultimately, question the relationship between cinema, architecture, perception and the body. Students may not receive credit for taking more than one of ARCH 355, ARTH 355, FILM 355.

**ARCH 375 | STUDY ABROAD IN ARCHITECTURE****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An investigation of site-specific issues or topics in architecture and urbanism, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARCH 375 can be taken concurrently during a study abroad semester or summer.

**ARCH 384 | SEMINAR IN ART AND ARCHITECTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced writing competency, Artistic Inquiry area**

Discussion, research and writing focus in-depth on topics in art and architecture that change each semester. Seminars are often taught by visiting art/architectural historians and curators and, when possible, draw on the resources of San Diego's museums, collections, and built environment.

**ARCH 494 | SPECIAL TOPICS IN ARCHITECTURE****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

A focused investigation of select issues in architecture, architectural design or urbanism. May be repeated for credit.

**ARCH 495 | SENIOR PROJECT STUDIO SEMINAR****Units: 4 Repeatability: No****Core Attributes: Oral communication competency****Prerequisites:** ARCH 301 or ARCH 302

A research studio-seminar course designed for architecture majors in their Senior year to help them prepare for ARCH 496 Senior Thesis. Students will acquire the necessary skills for architectural research and analysis, and formulate critical positions through readings, lectures, design studio research, and cross-disciplinary discussions. ARCH 495 requires participation in shared research, studying several methodologies as the foundation upon which a student will formulate a thesis question. At the end of the semester, students are required to develop a Senior Thesis Project Proposal, which includes a clear itinerary for further research, and to participate in a final oral defense of the Thesis Proposal. 3 hours faculty-led seminar, 3 hours of studio/lab weekly. Offered in Fall only.

**ARCH 496 | SENIOR THESIS IN ARCHITECTURE****Units: 4****Prerequisites:** ARCH 495

The Senior Thesis in Architecture is a studio seminar course, leading to a capstone project, which demonstrates a student's technical competencies, knowledge, critical thinking and creative synthesis skills. Architecture Majors who have successfully defended a Senior Thesis Proposal in ARCH 495 are admitted to ARCH 496, and are expected to develop their capstone projects during a research studio seminar under the supervision of a primary faculty advisor. The thesis is an opportunity for each student to define an individual position with regard to a specific aspect of the discipline of architecture. Students are expected to incorporate research, programming, and site definition within their design process, and present a written essay that discusses the development of their work. Students are also required to participate in a midterm and a final oral defense of the thesis project. ARCH 496 should be taken in the Spring semester of the senior year. 3 hours faculty-led seminar, 3 hours of studio/lab weekly.

**ARCH 498 | INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Students who are interested in pursuing internship in a professional architecture office or design studio, or attending the summer design program of an accredited professional school in architecture, are required to submit a written proposal to the faculty internship coordinator, describing their expected duties, the workload and the corresponding units, the beginning and the end of the internship period and the name and the contact information of the senior staff who agreed to supervise their work. The faculty coordinator will approve the course units (1-3) after reviewing the proposal. Upon the completion of the internship or the summer program, students are required to promptly submit a portfolio, clearly delineating their individual contribution. The faculty internship coordinator will assign the course grade after reviewing each student's portfolio.

**ARCH 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established architecture courses.

## Art History (ARTH)

**ARTH 101 | INTRODUCTION TO THE HISTORY OF ART****Units: 3****Core Attributes: Artistic Inquiry area**

This course is an introduction to many of the theories and methods that have been used by art historians. The visual foci will include conventional works of art as well as a variety of other visual media, including the museum setting and its strategies of display.

**ARTH 102 | INTRODUCTION TO ASIAN ART HISTORY****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area**

This course is an introduction to the way ideas and practices pertaining to art have developed in the cultural traditions of Asia. We will study the historical materials through the lens of many concepts and ideas that have become integral to art historical scholarship, including material culture theory, iconography, and visual narration.

**ARTH 109 | INTRODUCTION TO SOUND ART****Units: 3****Core Attributes: Artistic Inquiry area**

A survey of the natural, cultural, historical and artistic experience of sound with an emphasis on the use of sound in artistic and critical engagements with the world. Topics include: acoustic ecology; philosophy of music; musical instrument technology; scientific and mathematical application of sound; radical challenges to musical traditions in the 20th century including electronic, experimental and improvised musics, installations and sound sculpture; technologies of sound reproduction; copyright and technological change; sampling; and DJ culture. Cross-listed as MUSC 109.

**ARTH 121 | INTRODUCTION TO MODERN ARCHITECTURE****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

A survey of the intellectual origins, artistic concerns and utopian programs of the Modern Movement in architecture. The course examines how modern architecture responded to the social, political, and technological changes in the years between 1750 and 1960. Topics include a wide range of debates on class, race, gender, nationalism, and colonialism, linking them to the questions of housing, domesticity, privacy, and standardization, as well as to the formal vocabularies of modern architecture. Cross-listed as ARCH 121.

**ARTH 133 | INTRODUCTION TO ART HISTORY I****Units: 3**

A critical survey of western art history from prehistory through the Middle Ages.

**ARTH 134 | INTRODUCTION TO ART HISTORY II****Units: 3**

A critical survey of western art history from the Renaissance to the present.

**ARTH 136 | THE YEAR 1500: A GLOBAL HISTORY OF ART AND ARCHITECTURE****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This survey introduces students to the art and architecture of some of the many cultures that flourished around the year 1500: Italy and the Netherlands, the Ottoman empire, the Safavid dynasty in Iran, the rising Mughals in India, the Ming dynasty in China, and the Muromachi shogunate in Japan. The class discusses these artistic traditions in their own right, while at the same time emphasizing thematic and stylistic relationships and cross-cultural influences. The survey challenges the primacy of European artistic norms, and invites students to experience the diversity and complexity of the definition of art in the age of exploration.

**ARTH 138 | ART AND VISUAL CULTURE****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

This introductory seminar is designed to introduce students to the questions and debates that propel art history and the methodologies that have shaped its unfolding shifts in strategy. While topics will vary from year to year, the central focus of the course will be constant: to equip students to look purposefully, critically, and contextually at images, mindful of the ways that meaning is produced and perceived.

**ARTH 140 | THE BUDDHIST TEMPLE****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area, Domestic Diversity level 1**

This course considers the forms and roles taken by temples as they followed the spread of Buddhism from ancient India throughout the world. Throughout the course, we will pay close attention to the ways that Buddhist communities have struggled to find a balance between tradition and acculturation. Many times over the course of history, Buddhist traditions have been adopted by converts who have interpreted it in new and distinctive ways, or else brought to new lands by people who have carried it with them from their homeland as a way of preserving their cultural heritage. How does the challenge of translating old forms into a new culture necessitate compromises of architectural style or ritual use? In addition to important temples in Asia, the course will introduce students to thriving Buddhist institutions much closer at hand, and explore diversity issues in relation to the Lao and Japanese Buddhist communities of San Diego.

**ARTH 144 | INTRODUCTION TO CINEMA****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course is an introduction to film form and the historical, industrial, and cultural contexts that make form significant for analysis. This class aims to equip students to look purposefully, critically and contextually at the moving image, mindful of the ways that meaning is produced and received.

**ARTH 221 | ARCHITECTURE AND THEORY SINCE 1945****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARTH 221. Prior completion of ARCH /ARTH 121 recommended.

**ARTH 275 | STUDY ABROAD IN ART HISTORY****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An investigation of site-specific issues or topics in art history, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARTH 275 can be taken concurrently during a study abroad semester or summer.

**ARTH 294 | SPECIAL TOPICS IN ART HISTORY****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

An investigation of select issues in the history of art. May be repeated when topic changes. Students may enroll concurrently if topic differs.

**ARTH 305 | BUDDHIST ART AND PILGRIMAGE IN INDIA****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

Pilgrimage is a core element of Buddhist practice, and the earliest Buddhist art was both located at and inspired by pilgrimage sites. Just as works of art are best encountered in person, the nature of pilgrimage can be explored most profoundly through travel. This team-taught study abroad course involves pilgrimage to Bodhgaya, India, the site associated with the Buddha's awakening, one of the original and most important Buddhist pilgrimage destinations. The course is only offered as a study abroad course.

**ARTH 321 | CITY AND UTOPIA: INTRODUCTION TO HISTORY OF URBANISM****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course surveys the relation between social and physical space in the formation of modern cities, as well as in the formation of modern disciplines, city planning, and urban design. It examines how the projects of social reform and political control shaped the grand urban projects and the “master plans” of the 19th and 20th centuries. This course is intended to introduce students to a history of ideas in modern urbanism and enhance their understanding of the city as a symbolic form. Cross-listed as ARCH 321.

**ARTH 322 | CONTEMPORARY ARCHITECTURE****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Artistic Inquiry area**

This course aims at a synoptic view of architecture and the debates surrounding it from 1945 to the present. In addition to foundational readings in architectural history and theory, this course examines design projects by some of the most influential architects of the second half of the 20th century. Cross-listed as ARCH 322.

**ARTH 323 | MEMORY, MONUMENT, MUSEUM: POLITICS OF DISPLAY****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Artistic Inquiry area**

This course examines museums, monuments, and other sites of cultural memory, understood both as powerful institutions and distinct architectural spaces. We will begin with a critical investigation of the legacy of Europe’s and America’s great museums, which epitomize the political aspirations of the colonial empires and nation states that built them. Central to this discussion are the problems that come along with the representations of identity and difference—cultural, racial, class-based and gendered—in the museum. In this course we will tackle the cultural heritage, and symbolic violence of colonialism today, as expressed in the current debates of cultural repatriation and restitution.

**ARTH 325 | PRACTICUM IN ART HISTORY****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

A practical course of limited hours or short duration, focusing on a specific art historical project.

**ARTH 327 | ARCHITECTURE AND DECOLONIZATION****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

This course examines the ways architecture, urban planning and real estate have been implicated in the histories of colonialism—understood broadly as instituting white settler control over indigenous lands, the dispossession and marginalization of colonized peoples, and/or establishing European cultural, economic, and political domination. By decolonization we refer to the historical liberation movements around the world, and the indigenous peoples’ struggle for the recognition of their sovereignty over land, as well as the intellectual experiences that counter, or diverge from, European hegemony. Focusing on the years since 1945, this course surveys the architecture profession’s intersections with military logistics, total war, environmental control, infrastructure systems, and monetary, cultural or philanthropic institutions that either violently suppressed insurgencies and liberation movements around the world, or help recolonized the global South. Extending into the post-colonial period, the course will also examine Third World development, international assistance, and humanitarianism especially as they shaped housing and land use policies. While many of our case studies are located in Africa, Middle East and South Asia, the questions of decolonization/marginalization closely relate to our experience in the United States. Topics include the role the US housing policy played in segregating American cities in twentieth century, and Southern California’s intertwined histories of architectural modernism and settler colonialism. Cross-listed as ARCH 327.

**ARTH 330 | SPECIAL TOPICS IN THE HISTORY OF ARCHITECTURE AND DESIGN****Units: 3****Non-Core Attributes: Writing-Pre F17 CORE**

A focused investigation of select issues in architectural and design history. Topics vary. Cross-listed as ARCH 330.

**ARTH 331 | ART IN PUBLIC SPACES****Units: 3****Core Attributes: Advanced writing competency, Artistic Inquiry area**

A consideration of the expressive import and historical context of art in public places, with emphasis on work since World War II.

**ARTH 333 | MODERN ART: 1780-1920****Units: 3****Core Attributes: Advanced writing competency, Artistic Inquiry area**

This course will examine the emergence of modern art in Western Europe during the years of radical transformation bracketed by the French Revolution and the First World War: from Jacques-Louis David’s images of Revolution and Empire, and Goya’s dissonant revelations of human irrationality, to the fragmentation of Cubism, irony of Dada, and subjectivity of Surrealism.

**ARTH 334 | ART OF THE TWENTIETH AND TWENTY FIRST CENTURIES IN EUROPE AND THE AMERICAS****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Artistic Inquiry area**

From World War I to the close of the Cold War, from the advent of the movies to the electronic promiscuities of the Web, the unities of the modern world have dissolved into the multiplicities of postmodernity. The ways that art has intersected with the momentous shifts in life will be considered. In the utopian dreams of Constructivism, philosophical reveries of Cubism, subversions of Dada, and introversions of Surrealism and Expressionism, and in the low-brow allusion of pop art, unboundedness of performance art, and media-mimicking interventions of the 1990s, artists have probed the meaning of human experience and action in the 20th and 21st centuries.

**ARTH 336 | HISTORY AND THEORY OF PHOTOGRAPHY****Units: 3****Core Attributes: Domestic Diversity level 1**

This course surveys the history of photography from its origins in the early 19th century to the present. Students will explore historical debates about photography’s status as a fine art, as well as current issues in photographic theory.

**ARTH 338 | CITY AND UTOPIA: INTRODUCTION TO HISTORY OF URBANISM****Units: 3****Non-Core Attributes: Fine Arts-Pre F17 CORE**

This course surveys the relation between social and physical space in the formation of modern cities, as well as in the formation of modern disciplines, city planning, and urban design. It examines how the projects of social reform and political control shaped the grand urban projects and the “master plans” of the 19th and 20th centuries. This course is intended to introduce students to a history of ideas in modern urbanism and enhance their understanding of the city as a symbolic form.

**ARTH 340 | BIOGRAPHIES OF WORLD CITIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

This course is a focused survey of the arts and architecture of a great city throughout history. It examines how shifting social contexts and patronage shaped the monuments of art and architecture; how the function and meaning of these monuments have changed in subsequent stages of the city's history; how the traces of past architecture - the archaeological strata - structure the city's present form; and how the monuments record the individual experiences and collective memory of a city's inhabitants. Students will learn to analyze art and architecture based on firsthand experience, field surveys, and faculty-guided research. Offered mainly as a study abroad course by the USD faculty during the winter Intersession or summer programs. Cities may include Rome, Istanbul, Madrid, Paris, London, Mexico City and Los Angeles, among others. Cross-listed as ARCH 340.

**ARTH 345 | THE AVANT-GARDE AND MASS CULTURE: ART AND POLITICS****Units: 3****Non-Core Attributes: Writing-Pre F17 CORE**

This course will examine the intersections between mass culture and the artistic movements in the first decades of the 20th century which came to be known as the "historical avant-garde." Class discussions will focus on the question of aesthetic autonomy versus the social/political engagement of art. We will investigate the way the technologies of modern communication and mass media which made art available to a larger public at the beginning of the century — photographic reproduction, cinema, and, more recently, television — have transformed the production and reception of art.

**ARTH 350 | THEORIES OF ORGANICISM****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This seminar examines discourses surrounding the themes of "Organicism" (19th Century) and "Organic Architecture" (20th Century) as productive constructs from which to gain a deeper understanding of the development of modern architecture. A critical investigation of primary and secondary sources will serve as the basis from which to understand the creative, social and political questions driving this discourse, as well as their continuing legacy in contemporary artistic practices.

**ARTH 354 | ART SINCE 1960****Units: 3****Core Attributes: Advanced writing competency, Artistic Inquiry area**

This course examines art of the past half century in the United States, Europe and Asia. Moving from Pop, Conceptual and Performance art of the 1960s to installation, public intervention, and the dematerialized arena of the world wide web, the class will consider the ways that artistic strategies forge meaning within the frame of historical circumstance.

**ARTH 355 | ARCHITECTURE AND FILM: THE SPACE OF THE SCREEN****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

This seminar examines representations of space, built environments and psychological landscapes in cinema. From the perspectives of both architecture and film studies, the course explores how film renders physical space on a two-dimensional screen by aesthetic and technical means to convey our fears and desires. So, too, artists have similarly tackled the layered spaces of the screen in moving image artworks that probe at the porous boundaries between virtual and real space. Reading discussions, screenings and project critiques delineate the architectural framing of space and time within a cinematic context—and ultimately, question the relationship between cinema, architecture, perception and the body. Students may not receive credit for taking more than one of ARCH 355, ARTH 355, FILM 355.

**ARTH 356 | RACE, ETHNICITY, ART AND FILM****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Artistic Inquiry area, Domestic Diversity level 1**

This course examines representations of race and ethnicity in art and film. Focusing on work of the 20th and 21st centuries in the United States, students will consider the ways that theoretical perspectives and lived experience are articulated in art and film.

**ARTH 360 | ASIA MODERN****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

Today, some of the most dynamic and noteworthy works of contemporary art are being produced by Asian artists, but how did we reach this point? What was the trajectory of modernism in Asian art, and might it offer alternative understandings of modernity? How did once-distinct artistic cultures converge to become the transnational art world of today? To what extent do regional or cultural differences still matter, now that contemporary art can reach global audiences?.

**ARTH 361 | CHINOISERIE AND JAPONISME****Units: 3**

"Chinoiserie" and "Japonisme" were two movements in European art that drew inspiration from the art and material culture of the Far East. This course challenges students to synthesize a balanced and historically informed understanding of the ways that images and objects can acquire new contexts and meanings when they travel cross-culturally.

**ARTH 370 | MUSEUM STUDIES****Units: 3****Core Attributes: Artistic Inquiry area**

This course exams the history, theory, structure, and roles of museums, alternative spaces, and art in public places programs. The class will meet with a number of southern California museum professionals.

**ARTH 371 | CURATORIAL PRACTICE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course considers the dynamics of curatorial work and delves into the ways that collections and exhibitions are shaped. Students gain direct experience working with objects and exhibition planning in USD's Hoehn Galleries and Print Study Collection. May be repeated for credit.

**ARTH 372 | EXHIBITION DESIGN****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

This course will provide background knowledge as well as hands-on experience of the design of art exhibitions. We will delve into the history of art galleries, salons, and museums, and examine theoretical debates about the roles and responsibilities of those who collect and exhibit art. Each student will have the opportunity to design their own real or ideal art exhibition, and together we will collaborate in putting together a group exhibition of student work. Each project will be supported with multiple kinds of discipline-specific writing for a variety of purposes and audiences.

**ARTH 375 | STUDY ABROAD IN ART HISTORY****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An investigation of site-specific issues or topics in art history, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARTH 375 can be taken concurrently during a study abroad semester or summer.



**ARTH 376 | ART AT EL PRADO MUSEUM, MADRID, SPAIN****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area****Non-Core Attributes: International**

This course is designed to equip students to analyze and reflect on works of art, enlisting some of the theories and methods that have been used by art historians. The class is structured around art in the collection of the Prado Museum in Madrid, Spain, with emphasis on works from the sixteenth through the early nineteenth centuries. Students will also consider the museum setting and its strategies of display. Offered as a study abroad course in Madrid.

**ARTH 382 | PUBLIC ART SEMINAR****Units: 3 Repeatability: No**

This course focuses on the role of the artist outside of the gallery/museum context. Tangential to this investigation will be discussions that engage social, political, and urban issues relevant to this expanded public context. Traditional approaches of enhancement and commemoration will be examined in light of more temporal and critical methodologies. Historical examples will be studied and discussed, including the Soviet constructivist experiments, the situationists, conceptual art, and more recent interventionist strategies.

**ARTH 384 | SEMINAR IN ART AND ARCHITECTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced writing competency, Artistic Inquiry area**

Discussion, research and writing focus in-depth on topics that shift each semester. Recent topics have included: Caravaggio and Baroque Italy; Rubens and Rembrandt; Printmaking in the History of Art; Renaissance to Revolution; Old Masters in the Modern Museum; Picturing East and West; Envisioning the Orient; Colonialism and Art History; Ends of Art: Histories of the Fin de Siècle; Matisse and Picasso; Soviet Art; The American Home, 1850-1950; What is American Art?; Problems in Art History of the US; Whitman, Warhol: Democratic Culture; Collections, Collecting, Collectors: History, Theory, Madness; Li(v)es of the Artist: Biography and Art History; Theories of Word and Image; Art Now. Seminars are often taught by visiting art historians and curators and, when possible, draw on the resources of San Diego's museums and collections.

**ARTH 393 | CRITICAL METHODS IN THE ANALYSIS OF VISUAL CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

An advanced seminar exploring current art historical debates, with special emphasis on the impact of critical theories (e.g. feminism, psychoanalysis, Marxism, deconstruction) on the practices of creating, looking at, and writing about works of art. Topics vary. May be repeated for credit.

**ARTH 394 | SEMINAR****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Discussion, research, and writing focus in-depth on topics which shift each semester. Recent topics have included: Ends of Art: Histories of the Fin de Siècle; Colonialism and Art History; Li(v)es of the Artist: Biography and Art History; The American Home, 1850-1950; Art and Film; Race and Ethnicity in Art; Image World/Written Word: Art History, Theory, and Criticism.

**ARTH 395 | METHODS IN ART HISTORY****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

As a capstone seminar in Art History, the course allows students to recognize, compare, and synthesize some of the key methodological and theoretical perspectives that shape the interpretation of art, and to situate these perspectives in the history of the discipline. The course is based on the close reading and discussion of key art historical texts that have influenced the development, aims, and practice of the discipline. Attention is also given to the development of Art History from its origins, closely focused on Greco-Roman and European art, through contemporary expansion to a global field with attention to racial and cultural diversity. Through a series of writing assignments, students will gain familiarity with various interpretative and analytical strategies, and learn to distinguish between different kinds of readings of artworks. This class fulfills Global Diversity Inclusion and Social Justice level 2 (FDG2 from the Core).

**ARTH 490 | IMAGE WORLD/WRITTEN WORD****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

This course offers the possibility of pursuing an independent writing project in a supportive group setting. Art History majors will develop a preparatory draft for their senior thesis. Other majors will have the opportunity to craft a writing project of their choice connected with the history or theory of images.

**ARTH 494 | SPECIAL TOPICS IN ART HISTORY****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

A focused investigation of select issues in art history.

**ARTH 495 | SENIOR THESIS****Units: 1 Repeatability: No**

Each senior will conceive a research project drawing on historical, theoretical, and critical strategies.

**ARTH 496 | SENIOR THESIS****Units: 1**

Each senior will conceive a research project drawing on historical, theoretical, and critical strategies. Every semester.

**ARTH 498 | MUSEUM INTERNSHIP****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Working firsthand with curators, exhibition designers, and registrars, in education programs, and in outreach and development offices at area museums, students gather crucial practical experience in the field. Students in recent years have done internships with USD's Hoehn Print Study Collection, the Museum of Contemporary Art San Diego, the San Diego Museum of Art, the Timken Museum, the New Children's Museum, the Museum of Photographic Arts, Lux Art Institute, and Quint Contemporary Art.

**ARTH 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established art history courses.

## Asian Studies (ASIA)

**ASIA 194 | TOPICS IN ASIAN STUDIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)****ASIA 494 | TOPICS IN ASIAN STUDIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

## Behavioral Neuroscience (NEUR)

### NEUR 305 | CELLULAR AND MOLECULAR NEUROSCIENCE

**Units: 3 Repeatability: No**

Prerequisites: PSYC 101 and PSYC 230 with a minimum grade of C- and PSYC 342 with a minimum grade of C- and BIOL 242 with a minimum grade of C- and BIOL 242L and BIOL 240 with a minimum grade of C- and BIOL 240L. This course explores the major areas of cellular and molecular neuroscience with a strong focus on basic principles of cellular neuroscience, including the biophysical basis of the membrane potential, action potential generation and propagation, axon guidance, neuronal cell biology, synapse formation and neural plasticity. At the molecular level the course will delve into structure of ion channels and receptors and molecular mechanisms underlying these cellular processes.

### NEUR 310 | BEHAVIORAL NEUROSCIENCE

**Units: 3 Repeatability: No**

Prerequisites: PSYC 101 and PSYC 230 with a minimum grade of C- and PSYC 342 with a minimum grade of C- and BIOL 242 with a minimum grade of C- and BIOL 242L and BIOL 240 with a minimum grade of C- and BIOL 240L. This course will explore the biological basis of human and animal behavior, with a focus on neural structures and function. Topics will include neural cell physiology, neurotransmitters and receptors, the development of the nervous system, sensory and motor systems, and the biological bases of learning and memory.

### NEUR 372 | CLINICAL NEUROSCIENCE

**Units: 3 Repeatability: No**

**Non-Core Attributes: Community Engagement**

Prerequisites: PSYC 342

The goal of this course is to extend our understanding of the nervous system to the examination of the biological dimensions of neurological diseases and disorders. Students will have the opportunity to apply basic knowledge about the nervous system in order to make sense of actual clinical case studies. Topics will explore normal and abnormal functioning of the nervous system related to sensory and motor systems, language, vision, physiology, hormones and circadian rhythms, development, and neurodegeneration.

### NEUR 411 | BEHAVIORAL NEUROSCIENCE OF SLEEP

**Units: 3 Repeatability: No**

Prerequisites: PSYC 342

We spend about a third of our lives asleep, but know little about sleep in comparison to other vital behaviors. Even though many questions remain, a fair amount of detail has been discovered through research and medical cases. In this class, we'll learn about the different stages of sleep and their accompanying characteristics, the brain areas and neural chemicals involved, control processes, sleep disorders, as well as the functions of sleeping and dreaming.

### NEUR 470 | ADVANCED RESEARCH METHODS BEHAVIORAL NEUROSCIENCE CAPSTONE

**Units: 4 Repeatability: No**

**Core Attributes: Advanced writing competency, Advanced Integration, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260 (Can be taken Concurrently) and PSYC 342 and NEUR 310 (Can be taken Concurrently)

In the capstone course, senior Behavioral Neuroscience majors will integrate what they have learned in their previous classes. In this particular class, we will take a more hands-on approach by conducting neuroanatomy, behavioral and neurophysiology experiments. In addition to these experimental modules we will explore behavioral neuroscience by reading and critiquing empirical literature and the methodology used to investigate issues in behavioral neuroscience. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading of the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation.

### NEUR 475 | RESEARCH METHODS IN CONDITIONING AND LEARNING

**Units: 3 Repeatability: No**

Prerequisites: PSYC 101 and PSYC 230 and PSYC 260 and PSYC 332. NEUR 475 will provide the opportunity for psychology and behavioral neuroscience majors to gain hands-on experience with laboratory techniques in learning. In this 3-unit course, students will study the empirical literature and methodology used to investigate issues in learning in a seminar-style setting. Additionally, students will have the opportunity to practice the research methods and statistical concepts through a series of laboratory modules in classical conditioning, operant conditioning, and spatial navigation using human and nonhuman animal subjects. Students enrolled in NEUR 475 and PSYC 475 will meet together for reading, discussion, and laboratory activities. NEUR 475 will NOT include the major APA-style research project or oral presentation, and students will not earn the core attributes of advanced writing or oral presentation. The option of NEUR 475 is provided for students who would like to gain experience with research methodology in human and non-human animal learning, but who plan to complete their core requirements elsewhere. Students may not receive credit for taking both NEUR 475 and PSYC 475.

### NEUR 492 | MAJOR FIELD TEST

**Units: 0 Repeatability: No**

As part of the department's assessment program, each graduating senior is required to take a major field test in psychology and senior exit survey. A student who fails to do so may be restricted from graduating.

### NEUR 494 | SPECIAL TOPICS IN BEHAVIORAL NEUROSCIENCE

**Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: PSYC 342 with a minimum grade of D+

The purpose of this course is to provide the advanced undergraduate student with an opportunity to explore a variety of contemporary topics in behavioral neuroscience. These will be in-depth investigations on subjects of special interest to the instructor. Course may be repeated with different topics. Junior standing; additional prerequisites vary with topic and/or instructor.

### NEUR 496 | RESEARCH EXPERIENCE

**Units: 1-2 Repeatability: Yes (Can be repeated for Credit)**

**Non-Core Attributes: Experiential**

Experience in serving as a researcher in a project conducted by a faculty member. By invitation. May be repeated for a maximum of six units. P/F only.

**NEUR 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: NEUR 310

Library, laboratory, or field research of the student's own design conducted under faculty supervision. A written application and final report are required. Senior standing preferred.

## Biology (BIOL)

**BIOL 110 | LIFE SCIENCE FOR EDUCATORS****Units: 3****Non-Core Attributes: Life Science-Pre F17 CORE**

A one-semester course in the general concepts of biology tailored for the liberal studies major. The course is designed to meet the subject matter requirement in life science for the Multiple Subject Teaching Credential. Topics covered include an overview of the scientific method, biochemical molecules, cell structure and function, anatomy and physiology of animals and plants, genetics, evolution, and ecology. Field trips and laboratory assignments will provide experience with selected biological principles and practices. Students majoring in liberal studies cannot take this course pass/fail. Two hours of lecture and one laboratory weekly.

**BIOL 111 | SURVEY OF BIOLOGY WITH LAB****Units: 3-4****Non-Core Attributes: Lab**

A one-semester course in the general concepts of biology providing the non-major with an overview of the living world and the principles of life processes. BIOL 101 is lecture only, 111 is two hours of lecture per week and one laboratory every other week.

**BIOL 112 | ECOLOGY AND ENVIRONMENTAL BIOLOGY WITH LAB****Units: 4 Repeatability: No****Core Attributes: Science/Tech Inquiry area****Non-Core Attributes: Lab**

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the ecosystem concept, population growth and regulation, and our modification of the environment. Laboratory will include field trips, including a possible overnight trip to the desert.

**BIOL 113 | PLANTS AND PEOPLE****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area**

What are the major ways that plants and plant products contribute to human life and how have humans modified plants and their environments? Biology 113, Plants and People, is a one-semester course (Science and Technological Inquiry Core Area) that endeavors to answer these questions. It is about humans and their knowledge, uses, and abuses of plants. The biology of plants is considered from a scientific viewpoint; drawing on topics of anatomy, morphology, physiology, ecology, evolution, taxonomy, and biotechnology. The basis of this course is science literacy, defined as citizen-level fluency for comprehending the process through which science's way of knowing brings understanding of the natural world. 4 units: 3 hours of lecture and one 4-hour lab, weekly.

**BIOL 114 | TOPICS IN HUMAN BIOLOGY WITH LAB****Units: 3****Non-Core Attributes: Life Science-Pre F17 CORE**

This is a course in general biology with a human emphasis for non-majors.

The general principles of evolution, genetics, biochemistry, and physiology are illustrated by reference to normal and abnormal human body function. Behavioral biology and ecology are also treated from a primarily human viewpoint. 104 is lecture only, 114 is two hours of lecture per week and one laboratory every other week.

**BIOL 115 | PHYSIOLOGY OF EXERCISE WITH LAB****Units: 4****Non-Core Attributes: Life Science-Pre F17 CORE**

A study of human physiology and how the body accommodates physical exercise. Training procedures, health, and importance of nutrition and ergogenic aids are emphasized. PHYS 105 is lecture only for 3 units, 115 is three hours of lecture and one laboratory weekly.

**BIOL 116 | EARTH AND LIFE SCIENCE FOR EDUCATORS****Units: 3**

A laboratory/lecture/discussion class in the general concepts of earth science and life science for Liberal Studies majors. The course topics are selected to satisfy the earth and life science specifications for the science content standards for California Public Schools and the Multiple Subject Teaching Credential. Laboratory activities and field trips will provide experience with selected principles and relate them to suggested teaching practice at the K-8 grade level. Two two-hour laboratory sessions per week. Spring semester.

**BIOL 117 | INTEGRATING INDIGENOUS AND WESTERN SCIENCE****Units: 4 Repeatability: No****Core Attributes: Science/Tech Inquiry area, Domestic Diversity level 1****Non-Core Attributes: Community Engagement, Lab**

Biology 117, Integrating Indigenous and Western Science, is a one-semester course that meets Science and Technological Inquiry (STI) and Diversity Inclusion & Social Justice I (DISJ) core areas. General biological concepts are considered from a western scientific viewpoint, while concurrently engaging Indigenous ways of being in relationship with the natural world. The course includes a service-learning component with Community Partners. 4 units: 3 hours of lecture and one 4-hour lab, weekly.

**BIOL 118 | PEOPLES, PLAGUES AND MICROBES****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area**

An introduction to the infectious microbes that have caused major plagues throughout human history. This non-majors course will examine epidemics that have decimated populations across entire continents and consider the resulting reverberations that continue to shape modern society. Special attention will be devoted to the evolution of pathogenic microbes that cause infectious disease. The laboratory experience will train students in microscopy and aseptic techniques while providing an opportunity to apply the scientific method in a study of microorganisms.

**BIOL 212 | ANATOMY AND PHYSIOLOGY I****Units: 4**

A two-semester course on the fundamentals of human anatomy and physiology. The biological function and structure of the cells, tissues, and major organ systems in the body will be covered, along with basic concepts of chemistry and physics. The course will also cover the pathological conditions that are most often seen by medical personnel, and will discuss how the loss of homeostasis leads to pathology or disease. BIOL 212 is the prerequisite for BIOL 213, and this combination is intended to meet the requirements of students preparing for allied health occupations. This course will not satisfy Core Life Science requirement or requirements for a major or minor in biology. Three hours of lecture and one laboratory weekly.

**BIOL 213 | ANATOMY AND PHYSIOLOGY II****Units: 4**

Prerequisites: BIOL 212

A two-semester course on the fundamentals of human anatomy and physiology. The biological function and structure of the cells, tissues, and major organ systems in the body will be covered, along with basic concepts of chemistry and physics. The course will also cover the pathological conditions that are most often seen by medical personnel, and will discuss how the loss of homeostasis leads to pathology or disease. BIOL 212 is the prerequisite for BIOL 213, and this combination is intended to meet the requirements of students preparing for allied health occupations. This course will not satisfy Core Life Science requirement or requirements for a major or minor in biology. Three hours of lecture and one laboratory weekly.

**BIOL 214 | MEDICAL MICROBIOLOGY****Units: 4 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: (BIOL 240 and BIOL 240L) or (BIOL 242 and BIOL 242L)  
This course is designed to be an introduction to microbiology for students working towards health-related professions. Fundamentals of microbiology, including Bacteriology, Virology, Mycology (fungi), and Parasitology (protozoa) will be covered, with an emphasis on human pathogens. Topics will include, but are not limited to bacterial structure, physiology and metabolism, bacterial pathogenesis and virulence, normal flora of the human body, immunology, methods of diagnosing and treating infections, viruses including influenza and HIV, and epidemiology. The laboratory portion of the class will focus on aseptic technique, inoculation and maintenance of cultures, microscopy, and identifying bacteria through both culture-based and molecular methods.

**BIOL 240 | BIOENERGETICS AND SYSTEMS****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area**

This one-semester course for biology majors provides an introduction to the mechanisms of energy flow within cells and between organisms and the environment. Lecture topics will include cellular respiration and photosynthesis, organismal physiology and locomotion, and ecological interactions. Concurrent registration in 240L is strongly recommended, and required for Core credit. Offered every semester.

**BIOL 240L | BIOENERGETICS AND SYSTEMS LABORATORY****Units: 1 Repeatability: No****Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area**

This one-semester course for biology majors provides an introduction to the mechanisms of energy flow within cells and between organisms and the environment. The laboratory will include inquiry into the mechanisms of physiology, including testing novel hypotheses concerning bioenergetics. Concurrent registration in 240 is strongly recommended, and required for Core credit. Offered every semester.

**BIOL 242 | GENOMES AND EVOLUTION****Units: 3 Repeatability: No****Core Attributes: Science/Tech Inquiry area**

This one-semester course for biology majors provides an introduction to the mechanisms of information flow through organisms and their lineages. Lecture topics will include the use and change of hereditary information in DNA, the mechanisms of evolution, and the relationships among major groups of organisms. Concurrent registration in 242L is strongly recommended, and required for Core credit. Offered every semester.

**BIOL 242L | GENOMES AND EVOLUTION LABORATORY****Units: 1 Repeatability: No****Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area**

This one-semester course for biology majors provides an introduction to the mechanisms of information flow through organisms and their lineages. The laboratory will include inquiry into the structure and function of DNA, and testing hypotheses of evolution and phylogeny. Concurrent registration in 242 is strongly recommended, and is required for Core credit. Offered every semester.

**BIOL 294 | SPECIAL TOPICS IN BIOLOGY****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in Biology.

**BIOL 300 | GENETICS****Units: 3 Repeatability: No**

Prerequisites: (BIOL 225 and BIOL 225L) or (BIOL 240 and BIOL 240L and BIOL 242 and BIOL 242L) and (CHEM 151 and CHEM 151L)

A general course covering the mechanisms of inheritance at the molecular, organismal, and populational levels. Elementary probability and statistical methodology appropriate for the analysis of various genetic systems are introduced. Three hours of lecture weekly.

**BIOL 301 | BIOSTATISTICS****Units: 4 Repeatability: No**

Prerequisites: (BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L) or (BIOL 240 and BIOL 240L and BIOL 242 and BIOL 242L)

An introduction to data analysis and statistical testing. This course will prepare students for their upper division courses and independent research by teaching them the basics of hypothesis testing and the most common statistical tests used in biology. It will also cover basic experimental design, teach students how to use modern computer software for data management, graphical presentation, and statistical tests. Three hours of lecture and one laboratory weekly.

**BIOL 305 | ECOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 240 and BIOL 240L and (BIOL 242 and BIOL 242L or BIOL 225 and BIOL 225L)

A study of the distribution and abundance of organisms. This survey course will include a discussion of the physical environment, biogeography, and ecosystems. Community and population ecology will also be addressed, and quantitative approaches will be emphasized. Field trips may be required. Environmental and Ocean Science majors may substitute EOSC 301W for BIOL 305.

**BIOL 309 | RESEARCH METHODS****Units: 2 Repeatability: No**

Prerequisites: (BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L) or (BIOL 240 and BIOL 240L and BIOL 242 and BIOL 242L)

Development of basic methods and skills common to all research in Biology. Topics include use of literature, hypothesis formation and hypothesis testing with statistical inference, and critical evaluation of data. Offered every semester.

**BIOL 310 | EVOLUTION****Units: 3 Repeatability: No**

Prerequisites: BIOL 300 and (BIOL 305 or EOSC 301W)

A study of the fundamental concepts of evolution. The nature of variation, isolation, natural selection, and speciation will be discussed. Special topics include molecular, behavioral, developmental, and human evolution. Three hours of lecture per week.



**BIOL 320 | COMPARATIVE ANATOMY OF VERTEBRATES****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

The evolution of vertebrates is one of the most compelling stories in comparative biology. For millions of years vertebrates have flourished in the seas and on land by employing a variety of morphological specializations for feeding, locomotion, and reproduction. Yet, all vertebrates retain similarities in their design regardless of how structural components function in different lineages and environments. This course examines the shared and transformed anatomical attributes among vertebrates in the context of function and phylogenetic history. We pursue that objective by integrating lecture discussions with laboratory observations and directions. Two hours of lecture and two laboratories weekly.

**BIOL 330 | TECHNIQUES IN MOLECULAR BIOLOGY****Units: 3 Repeatability: No****Non-Core Attributes: Community Engagement**

Prerequisites: (BIOL 190 and BIOL 225 and BIOL 225L) or (BIOL 242 and BIOL 242L)

An introduction to recombinant DNA techniques including bacterial culture, transformation, nucleic acid purification, restriction analysis, DNA cloning, polymerase chain reaction, etc. Computer-based sequence analyses include database accession, BLAST, alignments, restriction analysis, gene-finding, and genomics. A cloning project generating new molecular reagents will be undertaken. 80 min of lecture and one 4-hour laboratory weekly. Completion of CHEM 301/301L is recommended.

**BIOL 332 | BIOCHEMISTRY II****Units: 3**

Prerequisites: CHEM 331

This course advances the fundamental concepts of macromolecules, structure/function paradigms, enzyme mechanism & activity and metabolism gained in CHEM 331. We will study metabolic homeostasis, integrating anabolic/catabolic pathways and energy flux with nutrition/nutrient intake of essential and non-essential molecules. Regulatory control through allosteric, transcriptional/translational, and post-translational mechanisms will be examined as part of maintaining metabolic homeostasis. Where relevant, disease and pathology will be used to highlight these concepts. We will study signal transduction to address the flow of information within a system. As a capstone to our indepth study of biochemistry, we will examine cross-disciplinary applications of core biochemical concepts (structure/function, homeostasis, energy flow and information flow) in the context of systems biology, chemical biology and synthetic biology.

**BIOL 340 | DESERT BIOLOGY****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

This course provides an introduction to the formation and climate of the local Colorado Desert and the evolution, ecology, physiological adaptations, and relationships of the organisms found there. The lab portion includes five days hiking and camping in Anza Borrego Desert State Park during Spring Break, where the floral and faunal communities of several habitat types will be studied through trapping, tracking, and experiment. Two hours of lecture and two laboratories weekly.

**BIOL 342 | MICROBIOLOGY****Units: 4 Repeatability: No**

Prerequisites: BIOL 300

An introduction to the microbial world, with emphasis given to bacteria, archaea and viruses. The diversity of prokaryotes is surveyed with particular attention devoted to differences in cell physiology, energy metabolism and ecology. Interactions between humans and microbial pathogens are also examined. The laboratory stresses techniques in light microscopy and procedures used to culture and characterize microorganisms. Two hours of lecture and two laboratories weekly.

**BIOL 344 | PLANT SYSTEMATICS AND EVOLUTION****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

An introduction to the study of plant diversity. The evolution and relationships of plants are examined from the perspective of geological and ecological history. Significant plant groups will be discussed, with special emphasis on the flowering plants. Field identification of plant families will be emphasized in the laboratory sessions. Three hours of lecture and one laboratory weekly.

**BIOL 346 | VERTEBRATE NATURAL HISTORY****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

A course in the biology of vertebrates. Although vertebrate structure, function, and development are studied, emphasis is on the behavior, evolution, and interaction of the vertebrate organism as a whole, or at the population level. Techniques of identification and study are covered in the laboratory and field. Three hours of lecture and one laboratory or field trip weekly.

**BIOL 347 | AVIAN BIOLOGY****Units: 4 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: BIOL 305 or EOSC 301W

An introduction to the biology of birds, including their evolution, physiology (particularly those areas associated with flight), vocalizations, navigation, reproduction, and ecology including conservation. The laboratory will include several field trips (including one overnight trip to the mountains and desert) for bird identification and will include a project designed by the student. Three hours of lecture and one laboratory weekly.

**BIOL 348 | INSECT BIOLOGY****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

An introduction to the biology of insects, including their identification, evolution, structure, function, physiology, ecology, behavior, and conservation. The course includes compilation of an extensive insect collection and an overnight field trip to the desert. Three hours of lecture and one laboratory weekly.

**BIOL 350 | INVERTEBRATE ZOOLOGY****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

A survey of the invertebrate animals with emphasis on evolutionary relationships among the groups as expressed by their morphology and physiology. Three hours of lecture and one laboratory weekly.

**BIOL 361 | ECOLOGICAL COMMUNITIES OF SAN DIEGO COUNTY****Units: 2 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

A general survey of the ecological communities of San Diego County will acquaint students with local marine, freshwater, chaparral, and desert habitats. The course is primarily field study, and one overnight trip to the desert will be included. Identification of organisms and their ecological relationships will be stressed. One laboratory weekly.

**BIOL 364 | CONSERVATION BIOLOGY****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

Lectures address conservation topics from historical, legal, theoretical, and practical perspectives. The laboratory includes discussions of classic and current literature, student presentations, computer simulations of biological phenomena, analysis of data, and field trips to biological preserves, habitat restoration sites, and captive breeding facilities. Three hours of lecture and one laboratory weekly.

**BIOL 376 | ANIMAL DEVELOPMENT****Units: 4 Repeatability: No**

Prerequisites: BIOL 300

This course explores embryonic development emphasizing mechanisms of differential gene expression and pattern formation at a cellular, molecular, and genetic level. Vertebrate and invertebrate model organisms (e.g., *Xenopus*, *Drosophila*, *Caenorhabditis*) that illustrate common developmental mechanisms will be examined in detail. In laboratory, living embryos and prepared slides will be studied, and molecular techniques will be employed to identify genes and examine gene expression. Three hours lecture and one laboratory weekly.

**BIOL 377 | PHYSIOLOGY OF SPORTS****Units: 3 Repeatability: No**

Prerequisites: BIOL 300

This course will examine how the physiology of humans can be challenged by different athletic sports. The principles that underlie the functioning of each physiological system (e.g. muscle, neural, cardiovascular, respiratory, metabolism, etc) will be discussed. Students will identify a sport that truly challenges these physiological systems and will examine the primary literature regarding each system. Students will also examine the impact of training, nutrition, performance, etc. on the physiology of the athlete in a given sport. This course will also take an integrative approach by examining the response and regulation of these physiological systems from the level of the gene to the whole organism.

**BIOL 416 | POPULATION BIOLOGY****Units: 4 Repeatability: No**

Prerequisites: (BIOL 305 or EOSC 301W) and (MATH 130 or MATH 150 or MATH 151)

The mechanisms of evolution and the dynamics of ecosystems are studied through the development of mathematical and computer models. The mathematics and computer programming experience required in this course beyond the level of MATH 130 (Survey of Calculus) will be introduced as needed. Research techniques used in investigating population phenomena are emphasized. Three hours of lecture and one laboratory weekly. Biostatistics is highly recommended. Fall semester.

**BIOL 432 | ELECTRON MICROSCOPY****Units: 4 Repeatability: No**

Prerequisites: BIOL 300 and (BIOL 309 or EOSC 301W)

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

**BIOL 438 | ANIMAL BEHAVIORAL ECOLOGY WITH LAB****Units: 4 Repeatability: No**

Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)

This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. The inquiry-based lab introduces methods commonly used in behavioral ecology and allows students to test their own hypotheses within the framework of prescribed field and laboratory exercises. Cross-listed as EOSC 438. Students may not receive credit for taking both BIOL 438 and BIOL 439 or for taking both BIOL 438 and PSYC 344.

**BIOL 439 | ANIMAL BEHAVIORAL ECOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)

This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. Cross-listed as EOSC 439. Students may not receive credit for taking both BIOL 439 and BIOL 438 or BIOL 439 and PSYC 344.

**BIOL 440 | MATHEMATICAL MODELING IN ECOLOGY****Units: 4 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: MATH 150 and (EOSC 301 or BIOL 305)

An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from BIOL 440/EOSC 440 and MATH 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both BIOL 440 and EOSC 440 or BIOL 440 and MATH 440.

**BIOL 444 | ECOLOGY AND EVOLUTION OF INFECTIOUS DISEASE****Units: 4 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: BIOL 305 or BIOL 301

This course will focus on fundamental topics in the ecology and evolution of infectious disease, including epidemiological Susceptible-Infected-Recovered (SIR) type models, the basic reproductive ratio  $R_0$ , vaccination and herd immunity, heterogeneity in host resistance, and the evolution of virulence. Examples will be taken from the primary scientific literature across human, wildlife and plant diseases. Labs will include a mix of computer-based labs working with epidemiological mathematical models; laboratory experiments using model organisms such as mosquitoes; and field labs surveying local plant and wildlife diseases. Students will also complete a semester-long project modeling an infectious disease of their choice. Experience using the software R would be helpful, but no mathematical or programming knowledge is required, and any math content will be introduced as needed.

**BIOL 451 | BIOLOGICAL OCEANOGRAPHY****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: BIOL 309 or EOSC 301

An integrated study of marine organisms and their environments, stressing ecological, behavioral, and physiological relationships. Nearshore, deep sea, and open ocean environments will be covered. A weekend field trip may be required. Cross-listed as EOSC 451.

**BIOL 462 | BIOLOGY OF FISHES****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) and EOSC 301W (Can be taken Concurrently)) or BIOL 305

This course examines the various aspects of ichthyology encompassing the anatomy, physiology, ecology, evolution, ethology, and natural history of fishes. Lab includes techniques of identification and a general survey of fish systematics and zoogeography. Three hours of lecture and one laboratory per week. Cross-listed with EOSC 462.

**BIOL 465 | MARINE MAMMALS****Units: 3 Repeatability: No**

Prerequisites: EOSC 300 (Can be taken Concurrently) or BIOL 305

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. Cross-listed with EOSC 465.

**BIOL 472 | PLANT PHYSIOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 300 and CHEM 151 and CHEM 152

Corequisites: BIOL 472L

An introduction to the basic processes occurring in vascular plants. Movement of water and solutes; photosynthesis and respiration; plant growth and development, including plant hormones and growth regulators; and plant reactions to environmental stress will be studied. Three hours of lecture weekly.

**BIOL 472L | PLANT PHYSIOLOGY LAB****Units: 1 Repeatability: No**

Prerequisites: BIOL 300 and CHEM 151 and CHEM 152

Corequisites: BIOL 472

A laboratory investigation of the topics introduced in the Plant Physiology lecture. Coregistration in BIOL 472 is required.

**BIOL 477 | INVERTEBRATE PHYSIOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 300

The study of key physiological systems of invertebrate organisms with an emphasis on metabolism, respiration, osmoregulation, thermal relations, membrane, and neural physiology. The function of these systems will be examined by comparing invertebrates from various taxonomic groups and diverse habitats. Three hours of lecture weekly.

**BIOL 477L | INVERTEBRATE PHYSIOLOGY LAB****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: BIOL 300

Corequisites: BIOL 477

Laboratory-based study of several physiological systems of invertebrate organisms. Both traditional and recently developed techniques will be employed to demonstrate the functioning and integrative nature of these systems. One laboratory weekly. Concurrent registration in BIOL 477 is required. Offered every Fall semester.

**BIOL 478 | VERTEBRATE PHYSIOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 300 and CHEM 301

A detailed comparative examination of life processes in animals. Particular focus will be upon energy utilization, gas transport, kidney function, and muscle function of organisms from diverse habitats. Three hours of lecture weekly.

**BIOL 478L | VERTEBRATE PHYSIOLOGY LAB****Units: 1 Repeatability: No****Core Attributes: Advanced writing competency****Non-Core Attributes: Lab**

Prerequisites: BIOL 300

Corequisites: BIOL 478

An intensive exploration in a research setting of metabolic pathways, temperature acclimation, gas exchange, and ion regulation in a variety of vertebrate animals. One laboratory weekly. Concurrent registration in BIOL 478 is required. Offered every Spring semester.

**BIOL 480 | CELL PHYSIOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 300 and CHEM 301

Mechanisms of cell functions are emphasized. Topics covered include: membrane structure, membrane transport, endoplasmic reticulum and Golgi functions, cell motility, energetics, mechanisms of hormone action, and control of the cell cycle. Three hours of lecture weekly.

**BIOL 480L | CELL PHYSIOLOGY LAB****Units: 1 Repeatability: No****Core Attributes: Advanced writing competency****Non-Core Attributes: Lab**

Prerequisites: BIOL 300

Corequisites: BIOL 480

The laboratory exercises introduce the student to some of the modern methods used to study cell function. One laboratory weekly. Concurrent registration in BIOL 480 is required. Offered every Spring semester.

**BIOL 482 | MOLECULAR BIOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 300 and CHEM 301

A study of the structure and function of genes, emphasizing the understanding of gene regulation at many levels. The course will examine DNA structure and mechanics of replication, repair, transcription, and translation in prokaryotes and eukaryotes. Critical experiments will be studied to examine the development of concepts in molecular biology. Other special topics may include the molecular biology of development, cancer, HIV, and whole genome analysis. Three hours of lecture weekly.

**BIOL 483 | EMERGING ISSUES IN GENETICS****Units: 3 Repeatability: No**

Prerequisites: BIOL 300

This course considers the science of emerging and advancing technologies in the field of genetics and the ethical issues they raise. Current events are often incorporated. Fall semester.

**BIOL 484 | IMMUNOLOGY****Units: 4 Repeatability: No**

Prerequisites: BIOL 300

A comprehensive introduction to immunology, focusing on vertebrate immunity. Topics covered include molecular and cellular components of the immune system and their regulation, long-term protection from disease, immune response to cancer, autoimmunity, hypersensitivity, immunodeficiencies, and transplants. Laboratory exercises will introduce students to immunological techniques and their applications. Three hours of lecture and one laboratory weekly.

**BIOL 490 | RESEARCH PROJECT****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: BIOL 300 and BIOL 305 and BIOL 309 with a minimum grade of C-

Students work on individual research projects that apply appropriate research techniques to test hypotheses. Completion of course will require oral presentation of results.

**BIOL 491 | SCIENCE IN THE PUBLIC DOMAIN****Units: 3 Repeatability: No****Core Attributes: Advanced Integration****Non-Core Attributes: Community Engagement, Undergraduate Research**

Prerequisites: BIOL 309 with a minimum grade of C-

Students will design and implement science projects that demonstrate a basic scientific concept for elementary school students in an after school program. Students explore methods of pedagogy and the role of outreach and community service learning in communicating science. Tasks include practice grant-writing, hypothesis testing and assessment.

**BIOL 494 | SPECIAL TOPICS IN BIOLOGY****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: BIOL 300 or BIOL 305

An in-depth evaluation of selected topics in the biological sciences. Issues of current or historical interest are addressed. May be repeated when topic changes.

**BIOL 495 | BIOLOGY CAPSTONE SEMINAR****Units: 2 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: BIOL 490 or BIOL 491 or BIOL 496 or BIOL 498

The techniques of seminar preparation, presentation, and critique will be refined through collaboration with faculty and peers, culminating with each student presenting a public seminar on their Research Experience. Enrollment for credit is limited to seniors.

**BIOL 496 | RESEARCH****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Students develop and/or assist in research projects in various fields of biology working with a Biology Department faculty member. The study may involve literature searching, on and off-campus research, and attendance at seminars at other leading universities and scientific institutions. Total credit in BIOL 496 is limited to four units.

**BIOL 497 | TECHNIQUES IN BIOLOGY****Units: 1-2 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Training and practice in those areas of biological science of practical importance to the technician, teacher, and researcher. To include, but not be limited to: technical methodology, preparation and technique in the teaching laboratory, and routine tasks supportive to research. Total credit in BIOL 497 is limited to two units.

**BIOL 498 | RESEARCH INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This course offers experience in the practical and experimental application of biological principles. Students will be involved in research projects conducted by agencies and institutions outside the university, such as state parks, zoos, and biological industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. A maximum of 3 upper Division Units can be earned toward fulfillment of the requirements of the major.

## Business Administration (BUSN)

**BUSN 101 | CREATING AND GROWING SUSTAINABLE VENTURES****Units: 3 Repeatability: No**

This course focuses on introducing undergraduate students on how to create new sustainable ventures that maximize value for all their stakeholders, as well as, how to scale and grow them once they have been founded. The course will include some personal exploration of entrepreneurial mindset and skills, exploration of career interests as well as provide an understanding of the key aspects of business creation and growth. The major themes addressed are: (a) introduction to entrepreneurship and business disciplines (b) major selection, (b) career preparation, (c) entrepreneurial thinking and practice (d) working in teams (e) communication (f) business ethics.

**BUSN 294 | SPECIAL TOPICS IN BUSINESS****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in business. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**BUSN 299 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study including empirical research and written reports. Approval is required by instructor, department chair and dean.

**BUSN 309 | LGBTQ IN BUSINESS AND ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 and ECON 102 and (MATH 130 or MATH 150)

This course is an examination of the effects of heteronormativity on the economic outcomes of the LGBTQ population. Topics examined will include the demographics of the LGBTQ population, LGBTQ in the workplace, marketing to the LGBTQ population, the formation of "Gay" neighborhoods, and public finance issues related to the LGBTQ population (tax treatment, impact of gay marriage).

**BUSN 339 | LATIN AMERICA BUSINESS ENVIRONMENT****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course is designed to prepare participants to work effectively in or with Latin America organizations by providing an understanding of the issues, opportunities, and complexities associated with doing business in the region. The focus is on the cultural, historical, economic, social, political and business environments in Latin America and on the activities of companies operating in Latin America, both foreign and domestic. Successful Latin American companies competing internationally will also be an aspect of the course. Upon successful completion of the course, students will possess an awareness of the business and economic environments in Latin America, and be able to demonstrate analytical and strategic thinking skills that reflect an understanding of the competitive environment in which local and foreign companies operate in Latin America.

**BUSN 361 | INTRODUCTION TO INTERNATIONAL BUSINESS****Units: 3 Repeatability: No**

An introduction to the international dimension of doing business. The purpose of this course is to make the student aware of the role played by culture, geography, government, and economics in shaping the environment in which businesses operate internationally. Topics include forward currency markets, foreign direct investment, negotiation, international distribution, etc. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**BUSN 377 | NEGOTIATION IN A GLOBAL BUSINESS ENVIRONMENT****Units: 3**

In an increasingly interdependent world, the ability to negotiate with people with diverse socio-cultural backgrounds and in different regions of the world is crucial for managers and leaders. This course offers skills and knowledge for becoming an effective negotiator through lecture, class discussion, and experimental exercises. This course includes several negotiation simulations and exercises that incorporate cross-cultural and international components.

**BUSN 383 | PROJECT MANAGEMENT****Units: 3**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)

**BUSN 401 | BUSINESS COMMUNICATION****Units: 3 Repeatability: No**

Analysis of the factors involved in planning, organizing, and writing in the business environment. Extensive practice in presenting effective letters, memoranda, and business reports using primary and secondary sources.

**BUSN 494 | SPECIAL TOPICS IN BUSINESS****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An in-depth analysis of selected topics in business. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.



**BUSN 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of business administration under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**BUSN 498 | INTERNSHIP****Units: 1-3 Repeatability: No**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C- Experiential learning working in a business, government, or nonprofit organization. Placements provide the opportunity for practical application of business, economics, and accounting principles. See the university class schedule for special meeting times. This course is restricted to School of Business majors who have completed at least 75 units and School of Business minors who have completed at least 90 units with instructor's approval. It may not be repeated for credit.

**BUSN 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study including empirical research and written reports. A maximum of three units of independent study may be used to satisfy requirements for the major.

## Changemaking Social Innovation (CHNG)

**CHNG 101 | INTRODUCTION TO CHANGEMAKING****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Domestic Diversity level 1**

This course introduces students to ways in which individuals all over the world address social and environmental issues and their attempts to create solutions that are "more sustainable and just" than what existed. Students will gain knowledge of social innovations led by a variety of changemakers, who have sought to catalyze positive social transformations in different spheres of action across the world. The focus lies on individuals and groups with innovative endeavors and on the process for the implementation of their vision. It explores the passion, courage, empathy, and flexibility of changemakers. Questions addressed are: What motivates changemakers to pursue their visions, sometimes with relentless energy and refusing to take no for an answer? How do they navigate the process of social innovation in their own culture and in other cultures? Who do they involve in the process of achieving transformative and systematic social change? What is their personal journey?.

**CHNG 495 | CHANGEMAKING CAPSTONE****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: CHNG 101 and LEAD 160 and (SOCI 210D or SOCI 270 or THRS 231) and MGMT 312

The purpose of this course is to provide students with the opportunity to create a specific course of action to address a challenging social issue. There are four objectives of the Changemaking Capstone course. First, it provides students with the opportunity to gain practical experience with changemaking in a real-world setting. Second, it provides an opportunity for students to synthesize, integrate and apply the knowledge and skills they have acquired while pursuing the minor. Third, it offers students the opportunity to collaborate with other students, faculty, and changemakers outside of USD on their projects. And fourth, it requires students to create an original project that addresses a social issue at USD or in another community.

## Chemistry (CHEM)

**CHEM 101 | CHEMISTRY AND SOCIETY****Units: 3 Repeatability: No**

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The evolution of our understanding of atomic and molecular structure and chemical reactivity will be examined as examples of the scientific method and the very human nature of the scientific endeavor. The role of modern chemistry in both the creation and the solution of societal problems will also receive considerable attention. The problems examined, which may vary in different sections, include: the energy crisis, air and water pollution, global warming, nutrition and food additives, household chemicals, pesticides and agrochemicals, and nuclear power. Two lectures weekly.

**CHEM 102 | SCIENCE OF FOOD & COOKING****Units: 3 Repeatability: No****Core Attributes: Science/Tech Inquiry area****Non-Core Attributes: Lab**

Course Description: This course is designed for the non-science major with a focus on food, cooking and baking while introducing foundational concepts in chemistry and biochemistry. Using a variety of approaches including hands-on activities, students will learn the chemical and biochemical principles of food and cooking. Students will investigate the molecular structure and changes that take place in food and drink while cooking and baking. Topics may include: making cheese and ice cream, spices and hot sauces, caramelization and food browning reactions, molecular gastronomy, taste and smell, cakes and cookies and chocolate. Students will participate in inquiry-based laboratories integrated throughout the semester while designing and performing scientific experiments to investigate the nature of food and cooking. Two hours of lecture per week and one four hour lab every other week. No prerequisites.

**CHEM 103 | DNA SCIENCE AND TECHNOLOGY****Units: 3 Repeatability: No**

A course designed for the non-science major that covers basic physical science concepts and how they apply to the discovery and study of DNA as the genetic material, the simplicity of the three-dimensional structure of DNA and the many implications to be drawn from this structure. It explores the concepts involved in recombinant DNA technology and its applications to the pharmaceutical industry, agriculture, forensics, gene therapy and AIDS research. Two lectures weekly.

**CHEM 105 | PHYSICAL SCIENCES FOR K-8 TEACHERS****Units: 3 Repeatability: No****Core Attributes: Science/Tech Inquiry area****Non-Core Attributes: Lab**

A laboratory/lecture/discussion class designed to lead students toward an understanding of selected topics in chemistry and physics. The course topics are selected to satisfy the physical science specifications of the science content standards for California Public Schools (K-12). Enrollment is limited to liberal studies majors. Two two-hour class meetings per week. Fall semester. This course is cross-listed with PHYS 105.

**CHEM 111 | CHEMISTRY AND SOCIETY****Units: 3 Repeatability: No****Core Attributes: Science/Tech Inquiry area****Non-Core Attributes: Lab**

A course designed for the non-science major that focuses on the major ideas of modern chemistry and the role that chemistry plays in a technological society. The evolution of our understanding of atomic and molecular structure and chemical reactivity will be examined as examples of the scientific method and the very human nature of the scientific endeavor. The role of modern chemistry in both the creation and the solution of societal problems will also receive considerable attention. The problems examined, which may vary in different sections, include: the energy crisis, air and water pollution, global warming, nutrition and food additives, household chemicals, pesticides and agrochemicals, and nuclear power. This course includes a laboratory that will satisfy the Core requirement for Science and Technology Inquiry. Two hours of lecture per week and one four hour lab every other week.

**CHEM 151 | GENERAL CHEMISTRY I****Units: 3-4 Repeatability: No****Core Attributes: Science/Tech Inquiry area**

Prerequisites: ( Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year ) or (MATH 115 (Can be taken Concurrently) or MATH 130 (Can be taken Concurrently) or MATH 150 (Can be taken Concurrently)) and CHEM 151L (Can be taken Concurrently)

Part 1 of a two semester lecture course which introduces the fundamental principles of modern chemistry. These principles, which include atomic and molecular structure, periodicity, reactivity, stoichiometry, equilibrium, kinetics, thermodynamics, bonding, acid-base chemistry, redox chemistry, and states of matter, will be used in and expanded upon in more advanced courses. Three lectures weekly.

**CHEM 151L | GENERAL CHEMISTRY I LABORATORY****Units: 1 Repeatability: No****Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area****Non-Core Attributes: Lab**

Corequisites: CHEM 151

Part 1 of a two-semester laboratory course which introduces the concepts and techniques of experimental chemistry. CHEM 151L has one laboratory period that meets biweekly.

**CHEM 152 | GENERAL CHEMISTRY II****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only)**

Prerequisites: CHEM 151 and CHEM 151L (Can be taken Concurrently)

Part 2 of a two semester lecture course which introduces the fundamental principles of modern chemistry. These principles, which include atomic and molecular structure, periodicity, reactivity, stoichiometry, equilibrium, kinetics, thermodynamics, bonding, acid-base chemistry, redox chemistry, and states of matter, will be used in and expanded upon in more advanced courses. Three lectures weekly. Spring semester.

**CHEM 152L | GENERAL CHEMISTRY II LABORATORY****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: CHEM 151 and CHEM 151L and CHEM 152 (Can be taken Concurrently)

Part 2 of a two-semester laboratory course which introduces the concepts and techniques of experimental chemistry. One laboratory period weekly. Spring semester.

**CHEM 220 | ANALYTICAL CHEMISTRY****Units: 3 Repeatability: No**

Prerequisites: CHEM 152 and CHEM 152L

An introduction to the principles and practices of analytical chemistry with an emphasis on quantitative methods. Classical methods such as titrimetric and volumetric analyses as well as basic instrumental methods involving spectroscopy, electrochemistry, and chromatography will be performed. Some experiments will be of the project type. One laboratory and one lecture weekly.

**CHEM 296 | INTRODUCTION TO UNDERGRADUATE RESEARCH****Units: 1-2**

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Chemistry and Biochemistry. The course is taught on a pass/fail basis only.

**CHEM 301 | ORGANIC CHEMISTRY I****Units: 3**

Prerequisites: CHEM 152 and CHEM 152L and CHEM 301L (Can be taken Concurrently)

Part 1 of a two semester introduction to basic organic chemistry. The relationship of structure and bonding in organic compounds to reactivity will be emphasized. Reactions will be discussed from mechanistic and synthetic perspectives. Three lectures weekly. Fall Semester.

**CHEM 301L | ORGANIC CHEMISTRY I LABORATORY****Units: 1****Non-Core Attributes: Lab**

Prerequisites: CHEM 152L

This lab is the first semester of a two-semester sequence. It introduces common organic lab techniques (including chromatography, extraction, recrystallization, distillation) used for separating and analyzing organic compounds. One laboratory period weekly. Fall semester.

**CHEM 302 | ORGANIC CHEMISTRY II****Units: 3**

Prerequisites: CHEM 301 and CHEM 301L and CHEM 302L (Can be taken Concurrently)

Part 2 of a two semester introduction to basic organic chemistry. The relationship of structure and bonding in organic compounds to reactivity will be emphasized. Reactions will be discussed from mechanistic and synthetic perspectives. Three lectures weekly. Spring semester.

**CHEM 302L | ORGANIC CHEMISTRY II LABORATORY****Units: 1****Non-Core Attributes: Lab**

Prerequisites: CHEM 301 and CHEM 301L

This lab is the second semester of a two-semester sequence. Common organic lab techniques and spectroscopy are used to carry out and analyze multi-step organic syntheses. One laboratory period weekly. Spring semester.

**CHEM 311 | PHYSICAL CHEMISTRY I****Units: 3 Repeatability: No**

Prerequisites: CHEM 152 and MATH 151 and PHYS 270 and PHYS 271 (Can be taken Concurrently)

This course covers modern physical chemistry, including atomic and molecular structure, and spectroscopy. Three lectures weekly. Fall semester.

**CHEM 312 | PHYSICAL CHEMISTRY II****Units: 3 Repeatability: No**

Prerequisites: CHEM 152 and MATH 151 and PHYS 270 and PHYS 271 (Can be taken Concurrently)

This course focuses on the classical principles of thermodynamics, kinetics, and statistical mechanics. Three lectures weekly. Spring semester.

**CHEM 330 | TECHNIQUES IN MOLECULAR BIOLOGY****Units: 3 Repeatability: No**

Prerequisites: (BIOL 190 and BIOL 225 and BIOL 225L) or (BIOL 242 and BIOL 242L)

An introduction to recombinant DNA techniques including bacterial culture, transformation, nucleic acid purification, restriction analysis, DNA cloning, polymerase chain reaction, etc. Computer-based sequence analyses include database accession, BLAST, alignments, restriction analysis, gene-finding, and genomics. A cloning project generating new molecular reagents will be undertaken. One lecture and one laboratory weekly. Completion of CHEM 301 and CHEM301L is recommended.

**CHEM 331 | BIOCHEMISTRY****Units: 3**

Prerequisites: CHEM 302 and CHEM 302L

The structure, function, and metabolism of biomolecules. Structure and function of proteins, carbohydrates, lipids, nucleic acids, and important accessory molecules (cofactors and metal ions) are covered, as well as enzyme kinetics and mechanism, thermodynamics, metabolism, and the regulation of metabolism. Three lectures weekly.

**CHEM 332 | BIOCHEMISTRY II****Units: 3 Repeatability: No**

Prerequisites: CHEM 331

This course advances the fundamental concepts of macromolecules, structure/function paradigms, enzyme mechanism &amp; activity and metabolism gained in CHEM 331. We will study metabolic homeostasis, integrating anabolic/catabolic pathways and energy flux with nutrition/nutrient intake of essential and non-essential molecules. Regulatory control through allosteric, transcriptional/translational, and post-translational mechanisms will be examined as part of maintaining metabolic homeostasis. Where relevant, disease and pathology will be used to highlight these concepts. We will study signal transduction to address the flow of information within a system. As a capstone to our indepth study of biochemistry, we will examine cross-disciplinary applications of core biochemical concepts (structure/function, homeostasis, energy flow and information flow) in the context of systems biology, chemical biology and synthetic biology.

**CHEM 355 | ENVIRONMENTAL CHEMISTRY****Units: 3**

Prerequisites: CHEM 152 and CHEM 152L

A survey of the natural environment from a chemist's point of view and the evaluation of chemicals from an environmental point of view. This course is concerned with the chemistry of air, water, soil and the biosphere in both pristine and polluted states. Pollution prevention and mitigation schemes are considered. Lab experiments include local fieldwork. Two 3-hour laboratory periods weekly.

**CHEM 356 | WATER QUALITY AND PUBLIC HEALTH IN THE DEVELOPING WORLD****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 1****Non-Core Attributes: International**

Prerequisites: CHEM 152 and CHEM 152L

An immersive experience where we will explore water quality issues in the developing world, and the impact of these issues on public health. This course will be primarily offered in the January Intersession or during the summer, because we will travel to a developing country and conduct water quality analyses and explore the water quality issues that impact the local public and community health. Students in the class, in partnership with students from the country of interest, will have lectures, field exercises, and laboratory experiences that will help them understand how water quality monitoring is carried out. Additionally, students will have lectures from local experts that include historical, cultural, societal, and economic influences on the state of water access, water quality, and public health in the country of interest.

**CHEM 396 | METHODS OF CHEMICAL RESEARCH****Units: 1.5 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: (CHEM 152 with a minimum grade of C- and CHEM 152L with a minimum grade of C-)

Introduction to the principles, methods, and communication of chemical and biochemical research. Techniques for searching the chemical literature, research ethics integrity and professional development are included. One 80 minute lecture per week. Every semester.

**CHEM 422 | PHYSICAL METHODS****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency****Non-Core Attributes: Lab**

Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 311 (Can be taken Concurrently)

An advanced laboratory course which probes concepts in physical chemistry using instrumental techniques including spectroscopy, chromatography and microscopy. Modern topics in physical chemistry, new technology in instrumentation, and computational data analysis will be integral parts of the laboratory in addition to some classical experiments and methods. Fall semester.

**CHEM 424 | ADVANCED SYNTHESIS LABORATORY****Units: 4 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: CHEM 220 and CHEM 302 and CHEM 302L and CHEM 440 (Can be taken Concurrently)

An advanced laboratory course which integrates theory and experimental techniques from organic and inorganic chemistry. The course will focus on advanced topics of organic and inorganic chemistry (such as bioinorganic chemistry and organic materials) that are not included in CHEM 301, 301L, 302, 302L and 440. Emphasis will be placed on applications to the sub-fields of organic and inorganic chemistry. Two lectures and two laboratory periods weekly. Spring semester.

**CHEM 427 | BIOPHYSICAL CHEMISTRY****Units: 4 Repeatability: No**

Prerequisites: CHEM 331 and CHEM 435

This is an advanced lecture and laboratory course applying fundamental theories of physical chemistry in the context of thermodynamic, kinetic and quantum chemistry to understand the behavior of biological molecules and systems. Topics and experiments include spectroscopy, kinetics, thermodynamic of macromolecules, structure and function of protein, lipids, RNA and DNA as well as multimeric complex systems.

**CHEM 435 | BIOCHEMISTRY LABORATORY****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency****Non-Core Attributes: Lab**

Prerequisites: CHEM 330 or BIOL 330

An advanced laboratory course that focuses on techniques for the preparation and quantitative analysis of proteins, DNA and other biomolecules. Experiments will include preparation of buffers, production and purification of proteins, and analysis of protein structure and function. Two laboratory periods weekly.

**CHEM 440 | INORGANIC CHEMISTRY****Units: 3 Repeatability: No**

Prerequisites: CHEM 302

The principles of inorganic chemistry, such as atomic and molecular structure, bonding, acid-base theory, and crystal field theory, are examined. Utilizing these principles, the chemistry of the elements of the periodic table is discussed, including the kinetics and mechanisms of reactions. The various fields within inorganic chemistry, including solid-state, coordination and organometallic chemistry are introduced. Three lectures weekly. Fall semester.

**CHEM 489 | MAJOR FIELD TEST IN CHEMISTRY****Units: 0**

As a part of the department's assessment program, each graduating senior is required to take the major field test in chemistry. A student who fails to take the major field test may be restricted from graduating. Every year.

**CHEM 494 | SPECIAL TOPICS IN CHEMISTRY/BIOCHEMISTRY****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Rotating in-depth courses focused on various chemical and biochemical topics based primarily on the expertise of faculty. Repeatability: Yes (Can be repeated for credit when topic changes.) Prereq: Varied.

**CHEM 496 | UNDERGRADUATE RESEARCH****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Chemistry and Biochemistry. The course is taught on a pass/fail basis only. Prereq: Approval by department chair.

**CHEM 496H | HONORS UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential, Honors**

Collaborative student-faculty research in the research laboratory of a faculty member in the Department of Chemistry and Biochemistry. The course is taught on a pass/fail basis only.

**CHEM 498 | RESEARCH INTERNSHIP****Units: 1-2 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Prerequisites: CHEM 151 and CHEM 151L

This course offers experience in the practical and experimental application of chemical or biochemical principles. Students will be involved in research projects conducted by agencies and institutions outside the University, such as chemical/biochemical, pharmaceutical and biotechnology industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval.

## Chinese (CHIN)

**CHIN 101 | FIRST SEMESTER CHINESE****Units: 3**

Prerequisites: Passing the appropriate departmental placement test within the previous year

An introduction to the four basic language skills: listening, speaking, reading, and writing, with an emphasis on oral skills.

**CHIN 102 | SECOND SEMESTER CHINESE****Units: 3**

Prerequisites: CHIN 101 or Passing the appropriate departmental placement test within the previous year

Continuation of the skills developed in CHIN 101. Increased practice in reading and writing. Acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture.

**CHIN 140 | TOPICS IN CHINESE LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area**

Study at the lower-division level of a topic in Chinese literature and culture.

This course is taught in English and This course is taught in English and satisfies the core requirement for Literary Inquiry but does not satisfy the core Second Language requirement.

**CHIN 141 | TOPICS IN CHINESE LITERATURE, FILM OR CULTURE- DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Chinese literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

**CHIN 142 | TOPICS IN CHINESE LITERATURE, FILM OR CULTURE- GLOBAL FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Chinese literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

**CHIN 194 | SPECIAL TOPICS IN CHINESE LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Chinese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**CHIN 201 | THIRD SEMESTER CHINESE****Units: 3****Core Attributes: Second language competency**

Prerequisites: CHIN 102 or Passing the appropriate departmental placement test within the previous year

Further development of language competence. Practice in oral and written Chinese at the intermediate level, with an emphasis on reading and basic composition. Continued acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture.

**CHIN 202 | FOURTH SEMESTER CHINESE****Units: 3**

Prerequisites: CHIN 201 or Passing the appropriate departmental placement test within the previous year

Further development of language competence. Practice in oral and written Chinese at the intermediate level, with an emphasis on reading and basic composition. Continued acquisition of new vocabulary consolidated through conversation stressing the relationship between language and culture.

**CHIN 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: CHIN 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**CHIN 299 | INDEPENDENT STUDY****Units: 3 Repeatability: No**

Independent study at the lower-division level.



**CHIN 301 | CONVERSATION AND COMPOSITION****Units: 3 Repeatability: No**

Prerequisites: Passing the appropriate departmental placement test within the previous year or CHIN 202

This course strengthens students' language foundation in all aspects of modern standard Chinese, including speaking, listening, reading, and writing. The course is project based and students will apply what they learned from the teaching materials, including vocabulary, grammar, and cultural knowledge, to different verbal or written assignments that lead to the completion of group projects.

Authentic materials will be introduced during the course as auxiliary materials to help students analyze issues.

**CHIN 302 | CONTEMPORARY CHINA: CULTURE, POLITICS AND SOCIETY****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: Passing the appropriate departmental placement test within the previous year or CHIN 202

This course introduces students to multiple aspects of Chinese culture and society that are considered timely and will have a lasting social impact. Students will gain intermediate to advanced listening, speaking, reading and writing skills in standard Chinese.

**CHIN 303 | MEDIA CHINESE: INTERNET, TELEVISION AND FILM****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: CHIN 301

This course uses popular TV series and canonical Chinese films as background to discuss contemporary social issues. Students will discuss topics such as China's real estate market, economy and investment, Internet and technology, modernization and urban migration, consumer culture, and young people's perspectives on love and gender. This class will also teach up-to-date vocabulary and idioms created by netizens that have gained national popularity.

**CHIN 304 | PROFESSIONAL CHINESE: LANGUAGE AND CULTURE****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: CHIN 301 or CHIN 302

This course aims to enhance students' language skills in a formal context, including giving professional presentations and writing correspondence suited to different business or academic occasions. It is designed for students at a high intermediate or beginning advanced level of proficiency, developing both fluency and accuracy through a topic-based syllabus. Centering on issues of population, education, family, gender, environment, business and technology, this course helps students understand contemporary China and prepares them for reading authentic written materials. This course is taught in Chinese and specialized knowledge of business and economics is not required.

**CHIN 320 | FABLES AND IDIOMS: CLASSIC CHINESE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: CHIN 301 or CHIN 302

This course introduces students to classical Chinese, the written language of China from the sixth century B.C to the early twentieth century, by studying expressions and stories taken from masterworks of literary and cultural traditions (short proverbs, philosophical writings, and historical literature) created in early China. These stories will help students gain literacy and familiarity with Chinese written texts that are at the heart of Chinese culture. Through reading historical texts, students will learn basic syntax, grammar, and vocabulary that are unique to classical Chinese while identifying issues that have been explored continuously throughout history.

**CHIN 347 | CHINESE CINEMA: POSTSOCIALISM AND MODERNITY****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

This course helps students attain a sophisticated understanding of China's modern history through the study of cinema as critical texts that respond creatively, aesthetically, and constructively to issues such as nationalism, transnationalism, representation, realism, self-identity (gender, class, region, etc.) and history. Films analyzed in this course articulate the political and social transformations in the pan-China region over the past decades that are direct result of the impact of globalization and a century-long aspiration for modernity.

**CHIN 394 | SPECIAL TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: Passing the appropriate departmental placement test within the previous year or CHIN 202

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**CHIN 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced French language skills will be utilized. Elective credit only (does not count toward the minor).

**CHIN 494 | TOPICS: CHINESE LANGUAGE III****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study of special topics in Chinese literature, language, or culture. When offered, selected subjects will be announced on the MySanDiego portal.

**CHIN 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. This course may be repeated for credit when the topic changes.

## Communication Studies (COMM)

**COMM 101 | INTRODUCTION TO HUMAN COMMUNICATION****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Oral communication competency, Social/Behavioral Inquiry area**

An examination of the principles and contexts of human communication. Some of the principles surveyed are perception, listening, nonverbal communication, and persuasion. The primary contexts examined include interpersonal, group, organizational, and public communication. This course is a prerequisite for many upper division communication studies courses, and fulfills core curriculum requirements in social and behavioral inquiry and oral communication competency.

**COMM 130 | INTRODUCTION TO MEDIA STUDIES****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

This course offers an introduction to the examination of media and media literacy. Students learn about the origins, history, and development of mass media. Additionally, the present structure, characteristics, and challenges in the areas of print, radio, television, film, and digital media are addressed. Fulfills the core curriculum requirement in social and behavioral inquiry.

**COMM 203 | PUBLIC SPEAKING****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

An introduction to several forms of public communication. Emphasis is placed on the development and practice of public speaking about salient political, cultural, and social issues. Students are taught an audience-sensitive approach to the invention, arrangement, and delivery of public messages. Students are also introduced to the relationship between socially responsible speeches and rhetorical communication. Fulfills the core curriculum requirement in oral communication competency.

**COMM 220 | INTRODUCTION TO MEDIA WRITING****Units: 3**

A general introduction to the skills and strategies associated with print and electronic journalism. Students are exposed to methods of news gathering, reporting, writing, and editing. The elements of the news story, interviewing, and the news conference are among the topics covered.

**COMM 221 | INTRODUCTION TO VIDEO PRODUCTION****Units: 1 Repeatability: No**

An introduction to video production skills. This course teaches students the skills and strategies employed to collect, edit, and present information through audiovisual means. This course prepares students interested in visual media and broadcast journalism using hands-on, collaborative training. The objective is to teach students how to tell a story using audio and video. Topics covered include camera angles, shooting techniques, audio capture, composition, and video editing.

**COMM 265 | INTRODUCTION TO RESEARCH METHODS****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp**

An introduction to communication research methodologies. Students are exposed to the prevailing paradigms of qualitative and quantitative research. The interpretive, descriptive, and explanatory foundations of research methodologies will be examined. Ethical principles governing the process of research will also be explored. Fulfills the core curriculum requirement in quantitative reasoning.

**COMM 294 | SPECIAL TOPICS IN COMMUNICATION STUDIES****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

The course will introduce students to various topics within the field of communication. Course may be repeated as topics vary.

**COMM 298 | COMMUNICATION TRAINING****Units: 0.5 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

The course offers students credit for participating in a professional communication-related field during the summer. The course is appropriate for students who are interested in learning new skills and gaining professional experience to complement their coursework, but who have not yet completed COMM 300 or those who do not have second-semester sophomore standing. To qualify, students must have completed at least one lower division communication course and have declared a communication studies major. This course is offered pass/fail.

**COMM 300 | COMMUNICATION THEORY****Units: 3**

Prerequisites: COMM 101

This course provides a comprehensive survey of the various theories that comprise the communication studies discipline. Students are exposed to the dominant philosophical, conceptual, and critical perspectives germane to communication as a distinct academic pursuit. This class is intended as an overview of both speech communication and media studies traditions and is a recommended prerequisite to all upper division courses in Communication Studies.

**COMM 320 | CONTEMPORARY PRINT JOURNALISM****Units: 3 Repeatability: No**

Prerequisites: COMM 220

This course is designed to develop students' research, reporting, analytical, and writing skills. Students will also investigate the nature and significance of the evolution of print journalism, how changes in the media environment alter journalists' behaviors and responsibilities, and how audiences read and interpret the news in modern society. Ethical pressures of contemporary journalism practices are also addressed.

**COMM 321 | ADVANCED VIDEO PRODUCTION****Units: 3 Repeatability: No**

Prerequisites: COMM 221 (Can be taken Concurrently)

This course provides students an opportunity to learn production skills while incorporating discussions of aesthetics, film theory, and ethics. Students are introduced to three phases of broadcast production: preproduction (concept, writing, scheduling, and planning); production (principle photography and audio recording), and post-production (editing and sound design). By the end of the course, students will produce a short video that is a culmination of production principles applied over the course of the semester.

**COMM 325 | INTERPERSONAL COMMUNICATION****Units: 3**

Prerequisites: COMM 101

This course examines the dynamics of relational communication. Humanistic and social scientific theories of interpersonal relationship development will be emphasized. Topics include impression management, attraction, love, conflict, and the dark side.

**COMM 326 | NONVERBAL COMMUNICATION****Units: 3**

Prerequisites: COMM 101

This course draws upon and scrutinizes the intersection of nonverbal and verbal communication channels, with an emphasis on the influence of nonverbal channels on communicator competence in interpersonal, media, organization, intercultural, and group contexts. Examples of specific topics include scholarship on the theory and application of nonverbal codes (and subsequent functions) vocal variation, nonverbal channels, and context-specific communication style.

**COMM 330 | MEDIA PROCESSES AND EFFECTS****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

Prerequisites: COMM 130

This course examines the process of media production and the theories related to the effects media have on audiences. A historical approach is used to analyze and explain the development of the field of mass communication. Other topics include the functions media perform for individuals and society. Analysis and application of media theory is emphasized.

**COMM 333 | PODCAST STORYTELLING****Units: 3 Repeatability: No**

This course teaches professional skills in audio recording, sound mixing, and storytelling. Students will improve their audio broadcasting skills, including research, writing, interviewing, delivering, and editing podcast stories. Focus is also placed on changemaking, investigating complex social issues and community engagement through the medium of podcasting.

**COMM 336 | COMMUNICATION CRITICISM****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, First Yr Integration (LC Only)**

Prerequisites: COMM 101

This course introduces students to the art and discipline of communication criticism as the interpretive method of analysis within the field of communication studies, exploring popular and scholarly criticism of public messages by examining the functions of criticism and by paying particular attention to the relationships among critical interpretations of texts, critical evaluation of media performance, and audience assessment. Students will enhance their understanding of these relationships by applying communication criticism methods to a variety of texts in a series of written assignments. Fulfills the core curriculum requirement in advanced writing competency.

**COMM 337 | WRITING FOR MAGAZINES****Units: 3 Repeatability: No**

This course develops students' writing, editing, and design skills by focusing on the development of magazine content. Students will develop and write magazine features; edit, copy-edit, and layout magazine stories; create audience development and engagement plans including social media strategies; and demonstrate an understanding of the magazine media industry.

**COMM 338 | MEDIA AND CONFLICT****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

This course examines the role media play in the progression and public perceptions of conflict. Relevant topics will include media and military intervention, portrayals of protest movements, and news and entertainment coverage of crime, rumors, domestic politics, violence, and ethnicity. It is recommended but not required that students complete COMM 130 before enrolling in this course. Fulfills the foundations in domestic diversity (level 2) core curriculum requirement.

**COMM 340 | HEALTH COMMUNICATION****Units: 3 Repeatability: No**

This course explores communication issues relevant to health, disease, and illness. Topics covered include the role of language, provider-patient communication, social support, diversity, culture, and spirituality in health, information processing, health care teams, public health campaigns, and mass media. The course explores how communication shapes and is shaped by personal, institutional, and cultural constructions of health and how such concepts are created, maintained, and transformed in communication. Course content includes critiques of Western perspectives on health, illness, disease, and wellness and their influence on communication by investigating issues of race, class, gender, and sexism that exist in health practice, policy, and institutional structures. COMM 101 or COMM 300 are recommended, but not required.

**COMM 350 | SMALL GROUP COMMUNICATION****Units: 3**

Prerequisites: COMM 101

An examination of theories and principles of group communication. Students study interactional and attitudinal variables which influence the nature of group dynamics. Topics include group norms and roles, leadership, motivation, coalition formation, communication networks, and decision making.

**COMM 353 | ORGANIZATIONAL COMMUNICATION****Units: 3 Repeatability: No**

Prerequisites: COMM 101

This course examines the form and function of messages within organizations, with special emphasis on business communication. The course will focus on the role of communication in developing productive work relationships, human-resource practices, and organizational cultures. Topics include past and current management practices, communication networks and technologies, interpersonal relationships in organizations, public communication, and organizational communication assessment.

**COMM 356 | STRATEGIC COMMUNICATION****Units: 3 Repeatability: No**

Students in this course will learn key concepts and strategies in advertising, public relations, and promotions. Students will refine their ability to identify and understand problems and develop and execute solutions in the marketing-communication environment. The course will cover aspects of strategic research, media planning and management, the principles of branding, advertising design and management, and public relations strategies. This is meant to be a survey course on different aspects of strategic integrated communication, in which students are exposed to different stages of strategic planning, execution, and evaluation. Students can expect to be better equipped to initiate, participate in, and improve strategic campaigns after completion of this course.

**COMM 360 | PUBLIC RELATIONS AND COMMUNITY ADVOCACY****Units: 3 Repeatability: No****Non-Core Attributes: Community Engagement**

Prerequisites: COMM 130 (Can be taken Concurrently)

This is a critical PR class. The course offers a critical, historical, and practical perspective in the US and global PR industries. It examines the current and historical dependency of news media outlets on the PR world as sources of information. While the course has a critical view of corporate public relations, it also offers concrete skill-building opportunities for students interested in working to promote diversity, inclusion and social justice through critical public relations. The practical side of the class focuses on the use of communication and public relations strategies for advancing causes such as fair representation of minorities in media, economic justice, community development, workers' rights, environmental justice, and other pressing social issues. Students taking this class will spend one hour per week working for a local community organization helping to either design or enhance their communication and public outreach programs.

**COMM 365 | COMMUNICATION RESEARCH METHODS****Units: 3 Repeatability: No**

Prerequisites: COMM 265

A survey of contemporary quantitative methods in communication research. This course will help students understand how to measure and explain communication behaviors and beliefs from a quantitative perspective. Students will be exposed to methods such as experimentation, structured observation, and survey design, including the analysis and interpretation of results.

**COMM 370 | RHETORICAL THEORY****Units: 3**

Prerequisites: COMM 101

An examination of rhetorical thinking from its birth in Athens to the present time covering basic rhetorical principals and tenets. Students explore issues such as rhetoric as a humane discipline, the place of rhetoric in democracies, and the worth of rhetoric as a means of inducing change.

**COMM 380 | INTERNATIONAL MEDIA****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

Prerequisites: COMM 130

This course examines media systems, uses, and social impact around the world, with an emphasis on trans-national comparisons of media development. Topics to be addressed include globalization of the media environment, media and national identity, communication for social change, and the influence of U.S. media on cultures around the world. Fulfills foundations in global diversity (level 2) in the core curriculum requirements.

**COMM 384 | MEDIA AND THE MARGINALIZED****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

Prerequisites: COMM 130

This course will utilize theories, concepts, and empirical social scientific research to highlight how media depict social groups, why media messages depict social groups in particular ways, and the effects of those messages on audiences' perceptions of their own identities and their understanding of outgroup others. The course will focus on racial minorities, gender, gender identity, sexual identity, religious minorities, and disability within a U.S. media context. Fulfills the foundations in domestic diversity (level 2) core curriculum requirement.

**COMM 397 | ADVANCED INTEGRATION IN COMMUNICATION****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced Integration**

Cross-listed, inter-disciplinary team-taught offerings that are approved as INST courses and treat a special topic, genre, or author. See departmental list of course offerings each semester.

**COMM 403 | ADVANCED PUBLIC SPEAKING****Units: 3**

Prerequisites: COMM 203

This course offers intensive training in the types of public speaking that are germane to social, political, and business communication. Through instructor and peer critique, students will gain proficiency in extemporaneous and impromptu speaking, and debate. Special attention is given to the critique and engagement of public controversy.

**COMM 421 | MULTIMEDIA JOURNALISM****Units: 3 Repeatability: No**

Prerequisites: COMM 220 and COMM 221 (Can be taken Concurrently)

This course will provide students with foundational skills needed to report, write, produce, edit, and distribute news stories across multiple platforms for diverse audiences. Students will engage in digital storytelling by engaging with the fundamentals of reporting, news judgment, and interviewing. The role of social media newsgathering is also covered.

**COMM 422 | FAMILY COMMUNICATION****Units: 3 Repeatability: No**

This course provides an examination of family communication theory as it applies to interaction and cognition within the rich context of our earliest group membership. Role formation, identity development, and a range of family structures across the life span will be emphasized in both historical and modern contexts. Students will apply theory to understand and analyze their own and others' familial communication experiences.

**COMM 432 | FILM AND CULTURAL POLITICS****Units: 3**

This course looks at the role of film in responding to and defining culture and politics. It focuses on mainstream, commercial, and narrative film, and includes a focus on historical and ideological approaches to film criticism. Students will be encouraged to appreciate historically significant movies, learn sophisticated methods of film criticism, and assess the contributions contemporary films make to students' understanding of themselves and others. It is recommended that students complete COMM 336 before enrolling in this course.

**COMM 433 | AMERICAN INDEPENDENT CINEMA****Units: 3**

This course is an examination of the history, forms, and functions of American independent cinema. The course will introduce students to important films and filmmakers instrumental in the independent genre while comparing and contrasting the aesthetic and content of independent cinema with the traditional practices of Hollywood studios. The course will also focus on independent cinema as a vehicle of social and political change including representations lacking in mainstream film production and inclusion of a wider spectrum of voices and experiences.

**COMM 434 | DOCUMENTARY FILM****Units: 3 Repeatability: No**

This course is an examination of the form and content of documentary film. The course will focus on American documentaries but will include some exposure to international films as well. Students will develop a critical approach to documentary film viewing and expand their appreciation of nonfiction film.

**COMM 437 | WRITING FOR SCREEN MEDIA****Units: 3 Repeatability: No**

Prerequisites: COMM 220

This course introduces students to the skills and strategies associated with writing and production in various screen media production industries. Course material surveys the industry standards media professionals bring to their work, as well as academic criticism of these practices. Students will learn how to design and write a variety of media texts, including commercial, documentary, and film scripts.

**COMM 440 | END OF LIFE COMMUNICATION ISSUES****Units: 3 Repeatability: No**

This course explores various end of life contexts and issues through the discipline of Communication Studies. We will study the ways in which personal and public communication about dying and death influence attitudes about, and practices, at the end of life. This includes communication within the family, in healthcare settings, in public discourse, and the media. Our goal is not a morbid or voyeuristic one; a close examination of dying and death can influence how we live, how to make life meaningful, as well as how we die. Communication at and about the end of life also shapes, and is shaped by, law and policy that dictate living and dying well, ethics, and justice. This class will interrogate the concept of a good death and investigate how we communicate about dying well.

**COMM 445 | GENDER COMMUNICATION****Units: 3 Repeatability: No**

This course examines gender from a communication perspective, focusing on the construction of gender and gender-relevant issues. Communication styles of women and men are discussed. Attitudes and beliefs concerning female and male cultural stereotypes as they are manifested through communication are also investigated. It is recommended but not required that students complete COMM 101 before enrolling in this course.



**COMM 455 | INTERVIEWING AND NEGOTIATING****Units: 3 Repeatability: No**

Prerequisites: COMM 101

This course is an examination of methods and techniques applicable to a variety of interviews and negotiations. Students prepare, participate in, and critique employment, journalistic, and appraisal interviews. Students also learn techniques and principles of negotiating, including alternative dispute resolution, distributive bargaining, and principled negotiations.

**COMM 460 | PERSUASION AND PROPAGANDA****Units: 3 Repeatability: No****Core Attributes: Social/Behavioral Inquiry area**

This course is an examination of various forms of persuasion and propaganda. Through understanding rhetorical, behavioral, and cognitive theories of persuasion students will learn to both create and ethically critique persuasive messages. Fulfills core curriculum requirement in social and behavioral inquiry.

**COMM 462 | POLITICAL COMMUNICATION****Units: 3 Repeatability: No**

A survey of the centrality of communication processes in substantive areas of political activity. Areas of study include political speeches, election campaigns, debates, government and media relations, advertising and propaganda, and political movements. Special emphasis is placed on the relationship between public opinion and the use of rhetorical strategies, imagery, and symbolism.

**COMM 463 | COMMUNICATION AND SPORTS****Units: 3**

This course examines the numerous aspects of communication and sports in the U.S., where many of the global trends and developments in sports communication have occurred. Drawing perspectives from popular criticism and scholarly research, the course surveys the development of sports media, the coverage and business of sports media, sports media audiences and fanship, and contemporary issues in sports media, the coverage and business of sports communication, sports media audiences and fanship, and contemporary issues in sports communication.

**COMM 475 | INTERCULTURAL COMMUNICATION****Units: 3 Repeatability: No**

This course allows students to explore intercultural communication theory and research within both broad and interpersonal contexts. Topics include similarities and differences in values, language, , interethnic/intergroup communication, identity and adaptation. Students will enhance flexibility with such encounters. It is recommended but not required that students complete COMM 300 before enrolling in this course.

**COMM 480 | ADVANCED TOPICS IN INTERNATIONAL MEDIA****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This upper-division elective provides students an opportunity for an in-depth analysis and examination of media systems in a particular region of the world and/or transnational connections around a particular international cultural practice. Topics will vary according to the instructor and interest. General themes may include Latin American media systems, British media systems, Asian cinema or global youth culture. Course may be repeated as topics vary. It is recommended but not required that students complete COMM 130 and COMM 380 before enrolling in this course.

**COMM 481 | INTERNATIONAL TOPICS IN HUMAN COMMUNICATION****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Global Diversity level 2**

This upper-division elective provides students an opportunity for an in-depth analysis and examination of human communication in a particular region of the world. Topics will vary according to the instructor and interest. Fulfills the foundations in global diversity (level 2) core curriculum requirement.

**COMM 482 | CHILDREN AND MEDIA****Units: 3 Repeatability: No**

This course is an overview of the relevant research on the role of electronic media in the lives of children. Topics include media violence, sex role stereotypes, advertising and materialism, media and the family, and new technology in the lives of children. Students will also explore the positive influence of media, including media use for pro-social and educational purposes. It is recommended but not required that students complete COMM 130 and COMM 330 before enrolling in this course.

**COMM 483 | TEENS AND POPULAR CULTURE****Units: 3 Repeatability: No**

This course aims to examine the complex relationship between teenagers and the popular media. Focusing primarily on American teens, various important issues we be considered, such as: how media portray teens, how corporations target teens as a market, how teens make active choices about which media they attend to and how, and how teens themselves actively create their own media and culture. Our goal is to resist simple speculation about media's effects on youth, and to instead engage with why media use is pleasurable and meaningful to young people, and how it operates in their lives. It is recommended but not required that students complete COMM 130 and COMM 330 before enrolling in this course.

**COMM 488 | GLOBAL TEAM DEVELOPMENT****Units: 3**

This course is designed to further students' understanding of intercultural and small group theory, development, and research and explore how groups develop into teams. Students will have the opportunity to work in multicultural and virtual teams providing basic diversity training and development, and research. The course emphasizes a wide range and scope of topics related to teams and teamwork by addressing issues such as finding alternative solutions to problems, reaching decisions, making recommendations, and understanding the process of team and organizational development as a whole.

**COMM 492 | COMMUNICATION INTEGRATION EXPERIENCE****Units: 1 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: COMM 300 or COMM 336

This course is designed as an advanced integration experience for communication studies majors. Students will compile a portfolio of coursework and craft a coherent, persuasive essay synthesizing and applying and transferring the knowledge and skills they have acquired in the Department of Communication Studies and at USD more broadly. Students will be required to orally defend the essay. By working on an integration experience project that draws on prior course work and that culminates in an integrative essay and oral defense, students engage in higher order thinking, by utilizing their critical thinking skills in synthesizing previous course work and extend and develop their own original ideas. The course both challenges students to critically reflect on the communication studies discipline and prepares students for a career in communication. Fulfills core curriculum requirement in advanced integration.

**COMM 493 | USD MEDIA PRACTICUM****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Prerequisites: COMM 220

Student media participants can register to receive credit and work in a multi-media environment. The lab will facilitate collaboration between USD's media outlets as student learn to navigate the convergent media environment. The lab will emphasize industry best practices. Student may retake course for up to a total of 3 units.

**COMM 494 | SPECIAL TOPICS IN COMMUNICATION STUDIES****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Selected topics in Communication Studies will be examined. The course may be repeated as topics vary.

**COMM 495 | SENIOR PROJECT****Units: 1-3 Repeatability: No**

This seminar is a capstone course in which seniors produce an original research or creative project. The course addresses research methods, critical thinking, and the writing process. Students will present the results of their work. Recommended for students planning on pursuing graduate studies.

**COMM 496 | RESEARCH EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: COMM 265

The goal of research experience is to provide communication studies majors with an opportunity to assist a faculty member conducting original academic research. Students will meet with a faculty member on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to literature searches, study design, project management, participant solicitation, data collection, fieldwork, data entry, data analysis, critical analysis, and writing instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member.

**COMM 498 | COMMUNICATION INTERNSHIP****Units: 2-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Prerequisites: COMM 300 (Can be taken Concurrently)

An experiential education course in which students apply their communication education as interns in a communication-related organization or industry setting. Students complete professional portfolios connecting communication theory to their vocational experience. The course is only open to communication studies majors or minors of second-semester junior status or higher. No more than 3 internship units may be applied toward the major or minor. Students should consult the communication studies internship director for details about qualification and to enroll.

**COMM 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students interested in completing an independent research project with guidance from a faculty member may consider independent study. Students should consult a faculty member who has expertise in their interest area and be prepared to explain their intended project or research question(s). The student and instructor agree upon specific requirements. Registration is by consent of instructor and requires the completion of the independent study form.

## Computer Science (COMP)

**COMP 100 | INTRODUCTORY COMPUTER PROGRAMMING****Units: 3 Repeatability: No**

An elementary introduction to computer programming and applications for non-majors and non-minors. Computer organization; problem solving; algorithms; structured programming in a simple computer language; computer applications; and current issues and trends in computer science. This course does not satisfy any of the requirements for the computer science major or minor and is not a substitute for COMP 150.

**COMP 110 | COMPUTATIONAL PROBLEM SOLVING****Units: 3.5 Repeatability: No**

Prerequisites: MATH 115 with a minimum grade of C- or MATH 150 or MATH 151

An introduction to computational problem solving using the Python programming language. Students will learn the basic elements of programming (e.g. conditionals, loops, inputs/outputs), modular program design, and the basics of data abstraction through object-oriented programming.

**COMP 120 | PROGRAMMING ABSTRACTIONS AND METHODOLOGIES****Units: 3.5 Repeatability: No**

Prerequisites: COMP 110 with a minimum grade of C-

A continued exploration of computational problem solving, with a focus on using abstraction to manage program complexity. Students will learn to use both functional and data abstractions, analyze the time and space complexity of algorithms, and utilize functional, object-oriented, and event-driven paradigms within their programs.

**COMP 150 | COMPUTER PROGRAMMING I****Units: 3**

Prerequisites: MATH 115 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year or MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- Algorithms and programming in a selected computer language; expressions, statements, basic data types; sequence, decision, iteration; functions and procedures; arrays; recursion; file input and output; loop invariants; syntax analysis; and program design, documentation, validation, and debugging. Prereq: MATH 115 with a minimum grade of C-, or pass Level 2 mathematics placement exam. COMP 100 is not a prerequisite.

**COMP 151 | COMPUTER PROGRAMMING II****Units: 3 Repeatability: No**

Prerequisites: COMP 150 with a minimum grade of C-

Continuation of COMP 150. Basic data structures, including lists, stacks, queues, and binary trees; abstract data types; sorting and searching algorithms; exception handling; event driven programming;

**COMP 160 | PROGRAMMING LANGUAGES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: COMP 110 with a minimum grade of C-

Introduction to a particular high-level programming language such as C, C++, Java, Ruby, MATLAB, and Maple. Programming assignments appropriate to the language studied. This course does not satisfy any of the requirements for the major in computer science.

**COMP 230 | ADVANCED COMPUTATIONAL PROBLEM MODELING****Units: 3.5 Repeatability: No**

Prerequisites: (COMP 120 with a minimum grade of C- or COMP 151 with a minimum grade of C-) and (MATH 160 with a minimum grade of C- or MATH 260 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 262 with a minimum grade of C-)

Advanced data structures (e.g. graphs, priority queues, quad trees, etc.) from the perspective of solving advanced computational problems. Students will learn to program in the Java programming language using object-oriented features such as inheritance, interfaces and generics.

**COMP 280 | INTRODUCTION TO COMPUTER SYSTEMS****Units: 3.5 Repeatability: No**

Prerequisites: COMP 120 with a minimum grade of C- or COMP 151 with a minimum grade of C-

Introduction to computer systems; data representation; machine/assembly languages; memory organization; virtual memory; and concurrency.

**COMP 285 | DATA STRUCTURES & ALGORITHMS****Units: 3**

Prerequisites: (COMP 151 with a minimum grade of C- and MATH 160 with a minimum grade of C-)

Data structures, algorithm analysis and general programming design and applications; balanced trees, hashing, priority queues, sets, and graphs; more on sorting and searching; Prereq: COMP 151 with a grade of C- or better and MATH 160 with a grade of C- or better.

**COMP 294 | SPECIAL TOPICS IN COMPUTER SCIENCE****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics course in areas of special interest to computer science. May be repeated for credit with a different topic.

**COMP 299 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual study including library or laboratory research or program writing. A written report is required. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

**COMP 300 | PRINCIPLES OF DIGITAL HARDWARE****Units: 3.5 Repeatability: No**

Prerequisites: MATH 160 with a minimum grade of C- and COMP 280 with a minimum grade of C-

Combinational and sequential logic, registers, arithmetic units. Introduction to computer architecture. Three lectures and one laboratory per week.

**COMP 305 | OBJECT-ORIENTED DESIGN AND PROGRAMMING****Units: 3 Repeatability: No**

Prerequisites: COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-

Classes, encapsulation, inheritance, polymorphism, class derivation, abstract classes, namespaces, function overloading and overriding, function name overload resolution, container classes, template classes; unified modeling language (UML); constructing conceptual models, system sequence diagrams; design patterns; case studies.

**COMP 310 | OPERATING SYSTEMS****Units: 3.5 Repeatability: No**

Prerequisites: COMP 280 with a minimum grade of C-

Principles of computer operating systems; process management; memory management; file systems; protection; deadlock. Concurrent programming.

**COMP 331 | USER-CENTERED DESIGN AND PROTOTYPING****Units: 3 Repeatability: No**

Prerequisites: COMP 110 with a minimum grade of C-

To develop effective software products, Human-Computer Interaction (HCI) methods are needed to align user needs with the product design. Some considerations in this design are how to maximize usefulness and enjoyment while reducing frustration and human error. HCI methods draw from a range of disciplines including computer science, cognitive science, and design. In this course, we will engage in a user-centered approach to this design problem including ideation, evaluation of systems based on design principles, gathering and evaluation of user needs, and rapid prototyping and testing of designs.

**COMP 332 | HUMAN-CENTERED SYSTEMS****Units: 3 Repeatability: No**

Prerequisites: COMP 120 with a minimum grade of C-

Computing systems are everywhere in our daily lives as tools to complete tasks and guiding our decisions through providing information. In this course, we will discuss the interaction techniques through which we use these systems. As part of this conversation we will discuss different forms of human-centered systems such as personal computing, VR/AR, robotics, ubiquitous computing, and social computing and principles of human factors that guide the design of these systems.

**COMP 333 | HUMAN-CENTERED DATA SCIENCE****Units: 3 Repeatability: No**

Prerequisites: COMP 110 with a minimum grade of C- and (MATH 115 with a minimum grade of C- or MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)

Data is constantly being collected through our everyday computing devices and one question is what do we do with it. With human-centered systems, data can be used to both provide users with a better experience, test the current experience, and provide information to the user. In this class, we will address how to measure the effectiveness of a user system - including the collection of data and testing, the use of machine learning to support human behaviors, and how to visualize data for humans to interpret along with the ethics of this data collection and use.

**COMP 340 | NUMERICAL ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: (COMP 110 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and MATH 151 with a minimum grade of C-

Approximate computations and round-off errors; Taylor expansions; numerical solution of equations and systems of equations; systems of linear equations; numerical integration; numerical solution of differential equations; interpolation; and problem solving on the computer.

**COMP 341 | NUMERICAL ANALYSIS II****Units: 3**

Prerequisites: MATH 250 with a minimum grade of C- and MATH 320 with a minimum grade of C- and MATH 330 with a minimum grade of C- (Can be taken Concurrently) and COMP 340 with a minimum grade of C-

Estimation of eigenvalues and eigenvectors of matrices; numerical solutions of differential equations, existence, and stability theory; and computer lab assignments. Prereq: MATH 250, 320, 330 (may be taken concurrently), and COMP 340, all with a grade of C- or better. Cross-listed as MATH 341.

**COMP 345 | DATABASE MANAGEMENT SYSTEMS DESIGN****Units: 3 Repeatability: No**

Prerequisites: COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-

Introduction to database concepts; data models; query facilities; and file organization and security.

**COMP 350 | COMPUTER GRAPHICS****Units: 3 Repeatability: No**

Prerequisites: (COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-) and MATH 320 with a minimum grade of C-

The development of high-level, device-independent graphics routines; basic line drawing algorithms, text design, and other graphics primitives; 2-D representations of coordinate systems, image segmentation, and windowing.

**COMP 355 | DIGITAL MODELING AND SIMULATION****Units: 3**

Prerequisites: MATH 151 with a minimum grade of C- and COMP 305 with a minimum grade of C-

Mathematical modeling; probabilistic and deterministic simulations; pseudo-random number generators; event generators; queuing theory; game theory; and continuous models involving ordinary and partial differential equations. Prereq: COMP 305 with a grade of C- or better and MATH 151 with a grade of C- or better.

**COMP 360 | PRINCIPLES OF PROGRAMMING LANGUAGES****Units: 3 Repeatability: No**

Prerequisites: (COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-) and (MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C-) or (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)

The organization of programming languages with emphasis on language semantics; language definition, data types, and control structures of various languages.

**COMP 365 | PRINCIPLES OF INFORMATION SECURITY****Units: 3 Repeatability: No**

Prerequisites: COMP 280 with a minimum grade of C-

Introduction to fundamental concepts in cyber security: policies, threats, vulnerabilities, risk and controls; Identification and authentication; Access control; Cryptographic mechanisms: Ciphers, hashes, message authentication codes, and digital certificates; Malware, infection vectors, and mitigations; Attacks on various application domains, such as web applications; Tools and techniques for developing secure software.

**COMP 370 | AUTOMATA, COMPUTABILITY AND FORMAL LANGUAGES****Units: 3 Repeatability: No**

Prerequisites: (COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-) and (MATH 160 with a minimum grade of C- or MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)

Finite state machines; formal grammars; computability and Turing machines.

**COMP 375 | NETWORKING****Units: 3.5 Repeatability: No**

Prerequisites: COMP 280 with a minimum grade of C-

Introduction to the design and implementation of computer and communication networks. The focus is on the concepts and the fundamental design principles that have contributed to the global Internet's success. Topics covered will include MAC layer design (Ethernet/802.11), the TCP/IP protocol stack, routing algorithms, congestion control and reliability, and applications (HTTP, FTP, etc.) and advanced topics such as peer-to-peer networks and network simulation tools. Recent trends in networking such as multimedia networking, mobile/cellular networks and sensor networks will also be discussed. Prereq: COMP 280 with a grade of C- or better.

**COMP 380 | NEURAL NETWORKS****Units: 3 Repeatability: No**

Prerequisites: (COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-) and (MATH 160 with a minimum grade of C- or MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)

A study of the fundamental concepts, architectures, learning algorithms and applications of various artificial neural networks, including perceptron, Kohonen self organizing maps, learning vector quantization, backpropagation, and radial basis functions.

**COMP 382 | INTRODUCTION TO DATA MINING****Units: 3 Repeatability: No**

Prerequisites: (COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-) and ISYE 330 with a minimum grade of C-

The course provides a comprehensive introduction to data mining with a primary focus on fundamental concepts, algorithms and applications of association analysis, classification and clustering modeling. It will also cover ethical issues related to data mining.

**COMP 421 | EMBEDDED SOFTWARE DEVELOPMENT****Units: 3 Repeatability: No**

Prerequisites: COMP 280 with a minimum grade of C-

Development of "bare metal" embedded software, running on a microcontroller with no operating system support. Real-time requirements for finishing tasks within a fixed interval of time and for responding to asynchronous events are emphasized, along with techniques for writing reliable code for a memory-constrained microcontroller. All code is written in C using freely available development tools.

**COMP 422 | ADVANCED EMBEDDED SOFTWARE DEVELOPMENT****Units: 3 Repeatability: No**

Prerequisites: COMP 421 with a minimum grade of C- or GENG 421 with a minimum grade of C-

Development of embedded software (firmware) using a real-time operating system (RTOS). Development of an application as a set of independent threads that communicate with each other via message queues and semaphores.

**COMP 465W | SOFTWARE ENGINEERING****Units: 3****Non-Core Attributes: Writing-Pre F17 CORE**

Prerequisites: COMP 305 with a minimum grade of C-

Theoretical and practical aspects of software development; project planning; requirements and specification; general and detailed design; implementation; validation and verification; formal documentation. Students will participate in developing documentation for a large software project. Prereq: COMP 305 with a grade of C- or better.

**COMP 480 | ALGORITHMS****Units: 3 Repeatability: No**

Prerequisites: (COMP 230 with a minimum grade of C- or COMP 285 with a minimum grade of C-) and (MATH 160 with a minimum grade of C- or MATH 222 with a minimum grade of C- or MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)

Advanced theory of algorithms. Topics may include: algorithm analysis; algorithm design techniques; and computational complexity.

**COMP 491 | SENIOR PROJECT I****Units: 3 Repeatability: No**

Prerequisites: COMP 305

Students will develop professional skills in realistic software design and engineering, including human/computer interface design techniques, software architecture, teamwork, and project management, incorporating technical and non-technical considerations. Work will prepare students for implementing, testing and documenting the project in COMP 492, Senior Project II.

**COMP 492 | SENIOR PROJECT II****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: COMP 491 or COMP 465W

This course is the second semester of the required two semester senior capstone experience for the computer science majors. In this course, students working in teams integrate their training in computer science and other disciplines, to implement, test, and document a significant piece of software based on a design developed in the first semester of the capstone experience, COMP 491. Students document their work, and demonstrate it in multiple public venues.

**COMP 494 | SPECIAL TOPICS IN COMPUTER SCIENCE****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics course in areas of special interest to computer science. May be repeated for credit with a different topic.



**COMP 495 | SENIOR PROJECT****Units: 2 Repeatability: No**

Prerequisites: COMP 465W or COMP 491

The course involves participation in a capstone senior project of substantial interest to computer scientists. Emphasis is on the design and implementation of computer systems for real-world problems. A final written report and oral presentation in the presence of other students and faculty are required.

**COMP 496 | UNDERGRADUATE RESEARCH****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

Faculty-directed undergraduate research in computer science. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in engineering. Prior approval by department chair is required. May be repeated for credit.

**COMP 498 | INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Practical experience in the application of the principles of computer science. Students will be involved in a software or hardware project. Enrollment is arranged on an individual basis according to the student's interest, background, and the availability of positions. A written report is required. Units may not normally be applied toward the major or minor in computer science. COMP 498 may be repeated for a total of three units.

**COMP 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual study including library or laboratory research or program writing. A written report is required. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

## Decision Science (DSCI)

**DSCI 294 | SPECIAL TOPICS IN DECISION SCIENCE****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in decision science. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**DSCI 300 | FOUNDATIONS OF BUSINESS ANALYTICS****Units: 3 Repeatability: No****Core Attributes: Quantitative reasoning comp**

Prerequisites: ITMG 100 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- (Can be taken Concurrently) or ECON 217 with a minimum grade of C- (Can be taken Concurrently))

Business analytics skills are essential in the business world and this course provides a fundamental competence and understanding of descriptive, predictive and prescriptive analytics tools. The objective of the course is to develop students' ability in applying analytical and quantitative tools in business decision making. To achieve this objective, the course will introduce the general classes of analytical models, their applications in business contexts as well as problem formulation and solution techniques. (Note: ECON 216 or ECON 217 may not be taken concurrently during intersession or summer sessions. ECON 216 or ECON 217 may only be taken concurrently if it is taken during the fall or spring semester.). (Students are eligible for this course after successfully completing 45 units and the course prerequisites.).

**DSCI 303 | OPERATIONS MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Students employ a managerial perspective to develop a strategic view of operations and supply chain management in a wide range of contemporary contexts (with a primary focus on process management within and across organizations). Students develop critical skills and master material relating to the fundamental role played by operations in the competitive performance of an organization. Among the critical skills and areas of mastery students develop are process analysis, process design, process improvement, supply chain management, capacity planning & control, inventory management, quality planning, quality control, strategic improvement techniques and risk management. The course incorporates concerns for corporate social responsibility.

**DSCI 494 | SPECIAL TOPICS IN DECISION SCIENCE****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-  
An in-depth analysis of selected topics in decision science. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**DSCI 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of decision science and operations under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**DSCI 499 | INDEPENDENT STUDY****Units: 1-3**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-  
Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

## Economics (ECON)

**ECON 101 | PRINCIPLES OF MICROECONOMICS****Units: 3-4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

An introduction to consumer behavior and the theory of the firm. Topics include the demand behavior of households, the supply behavior of business firms, an introduction to market structure, market equilibrium, market failures, the workings of input markets, international trade and the role of the government in the economy.

**ECON 102 | PRINCIPLES OF MACROECONOMICS****Units: 3****Core Attributes: Social/Behavioral Inquiry area**

Prerequisites: ECON 101 with a minimum grade of C-

The study of the operation of the American economy in an international setting, examining the interaction of households, business firms, government, and the rest of the world in resource, product, and financial markets. Topics include national income accounting and analysis, business fluctuations, inflation, unemployment, and monetary and fiscal policy.

**ECON 201 | INTERMEDIATE MICROECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with

a minimum grade of C- (Can be taken Concurrently) or MATH 150 with

a minimum grade of C- (Can be taken Concurrently) or MATH 151 with a

minimum grade of C- (Can be taken Concurrently))

The economic theory of demand, production, product and input markets, welfare, and general equilibrium. Applications of price theory, including its use in evaluating and forming public policy.

**ECON 202 | INTERMEDIATE MACROECONOMICS****Units: 2-3**

Prerequisites: ECON 102 with a minimum grade of C-

Examines the causes of fluctuations in important national economic variables, such as aggregate output, interest rates, the rate of inflation, the rate of unemployment, and exchange rates. Investigates the feasibility of stabilizing the economy through the use of fiscal and monetary policy.

**ECON 216 | STATISTICS FOR BUSINESS AND ECONOMICS****Units: 4****Core Attributes: Quantitative reasoning comp**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-

A systematic exposure to the issues and problems of applying and interpreting statistical analyses of business situations. Topics include descriptive statistics, probability, random variables and their distributions, statistical inference, multiple regression and residual analysis, correlation, classical time-series models, and forecasting. Extensive computer analysis of data.

**ECON 217 | APPLIED REGRESSION ANALYSIS****Units: 1 Repeatability: No****Core Attributes: Quantitative reasoning comp**

Prerequisites: MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-

A course in applied regression analysis with applications to Business and Economics. Emphasis on simple and multiple regression modeling and interpretation of results. Topics include a review of hypothesis testing for means and proportions; correlation; simple and multiple regression analysis including linear and non-linear models, residual analysis, the use of categorical variables, time series analysis, and forecasting. Extensive computer analysis of data, especially using Microsoft Excel.

**ECON 294 | SPECIAL TOPICS IN ECONOMICS****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in economics. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ECON 302 | PUBLIC FINANCE****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An introduction to public sector economics, concentrating on the revenues and expenditures of federal, state, and local governments. Topics include public goods, externalities, voting theory, cost benefit analysis, and the study of taxation and government transfer programs. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**ECON 304 | URBAN ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The application of economic analysis to urban and regional areas. Topics include the theory underlying urbanization and the location of economic activity, the methodology utilized to analyze urban and regional economies, and problems and policies related to urban areas, such as housing, poverty, transportation, and local public finance. Special attention will be given to the San Diego metropolitan area. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**ECON 308 | ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An analysis of the economic principles that underlie the allocation, pricing, and use of natural resources. Topics include the intertemporal allocation of depletable resources, the economics of fisheries and forestry, issues in the distribution and use of water resources, the economics of recycling and waste disposal, and economic perspectives on global warming and ozone depletion. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**ECON 309 | LGBTQ IN BUSINESS AND ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 and ECON 102 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)

This course is an examination of the effects of heteronormativity on the economic outcomes of the LGBTQ population. Topics examined will include the demographics of the LGBTQ population, LGBTQ in the workplace, marketing to the LGBTQ population, the formation of "Gay" neighborhoods, and public finance issues related to the LGBTQ population (tax treatment, impact of gay marriage).

**ECON 310 | MONEY AND BANKING****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

A study of the structure, regulation, and performance of the banking industry in the United States, focusing on the strategy and procedures of the Federal Reserve System. Examines the problems encountered by the Federal Reserve System in trying to achieve its goals. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**ECON 322 | LABOR ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An analysis of the operation of labor markets focusing on the market system for wage determination. Topics include the supply and demand for labor, wage determination under various market structures, human capital formation, discrimination in labor markets, collective bargaining and the structure of pay, unemployment, and wage inflation.

**ECON 327 | LAW AND ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The application of economic methodology to the principal areas of law: property, contracts, torts, and crime. The microeconomic concepts of maximization, equilibrium, and efficiency are used to examine the consequences of existing and proposed laws and legal institutions. Topics include the economic analysis of property rights, ownership solutions to environmental problems, the economics of various contract designs, and the efficiency of tort liability rules.

**ECON 333 | INTERNATIONAL ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The theory, practice, and institutions of the international economy. Topics include international trade and investment, balance of payments, foreign exchange rate determination, multinational enterprises, trade with developing countries, and international economic policy. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**ECON 335 | ECONOMIC DEVELOPMENT OF LATIN AMERICA****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An analysis of the determinants of economic development and growth in developing countries in general and Latin America in particular, along with associated problems and policies. Topics include theories and policies concerning population, income distribution, education, capital formation, finance, agriculture, industry, trade, and economic planning. Prerequisites: ECON 101 and ECON 102 and (MATH 130 or MATH 150 or MATH 151).

**ECON 337 | ECONOMIC DEVELOPMENT OF ASIA****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An analysis of the determinants of economic development and growth in Asia and the Pacific Rim, along with associated problems and policies. Topics include theories and policies concerning population, income distribution, industry, agriculture, domestic savings and investment, human resources, international trade, foreign capital, and external debt.

**ECON 339 | LATIN AMERICA BUSINESS ENVIRONMENT****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course is designed to prepare participants to work effectively in or with Latin American organizations by providing an understanding of the issues, opportunities, and complexities associated with doing business in the region. The focus is on the cultural, historical, economic, social, political and business environments in Latin America and on the activities of companies operating in Latin America, both foreign and domestic. Successful Latin American companies competing internationally will also be an aspect of the course. Upon successful completion of the course, students will possess an awareness of the business and economic environments in Latin America, and be able to demonstrate analytical and strategic thinking skills that reflect an understanding of the competitive environment in which local and foreign companies operate in Latin America.

**ECON 340 | BEHAVIORAL ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Behavioral Economics is the study of the decision-making process of individuals and institutions to provide insight into the actions of individuals and business firms. This course combines quantitative methodology and analytic tools with insights from decision theory. There will be a special focus on how businesses can gain insights about individuals' decisions, motivation, and judgements from experiments, surveys, and data analytics. Analytics tools explored will include, but are not limited to, experiment design, survey design, A/B testing. The course will aim to inform future managers, analysts, consultants, and advisors of the psychological processes and biases underlying economic decision-making, with an emphasis on how to incorporate such insights into business strategies.

**ECON 353 | SPORTS ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The application of economic principles to analyze a wide range of issues in professional sports and collegiate athletics. Principles from the economics of labor markets, industrial organization, and public finance are applied to the analysis of sports issues. Issues discussed include league formats, rival leagues, franchise relocation and venue location, player salaries, free agency, salary caps, arbitration, player development, discrimination, NCAA rules on scholarships and eligibility, financial aspects of collegiate athletic programs, revenues from merchandising and broadcast rights, and economic impact analysis of sports teams on a local community.

**ECON 370 | APPLIED ECONOMETRICS****Units: 3 Repeatability: No**

Prerequisites: ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

A hands-on experience in econometric analysis designed to help students to acquire the skills necessary to carry out their own empirical research in economics. Various aspects of empirical research in economics will be covered, including development of testable economic models, appropriate use of data, and specification and estimation of econometric models. Topics covered include: Ordinary Least Squares (OLS) applied to simple and multiple regression models, hypothesis testing, proper specification of models, multicollinearity, heteroskedasticity, serial correlation, cross sectional and time series models, binary-choice models, simultaneous equation models, panel data analysis, and forecasting. This course focuses on the development of practical skills associated with constructing regression equations that describe data sets appropriately, and providing economic interpretations to the results. The course includes hands-on laboratory assignments using Stata software.

**ECON 375 | GAME THEORY****Units: 2-3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Develops a conceptual framework to understand strategic behavior in economics and business environments and examines models of strategic thinking in interactive situations. Analyzes how to represent strategic situations as games and develops basic solution concepts to predict their outcomes. Topics include the use of credible threats and promises, repeated games, backward induction, strategic use of information through signaling, and bidding in auctions.

**ECON 376 | GIS APPLICATIONS IN BUSINESS****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An introduction to geospatial, or geographic, information systems (GIS) applied to organizational and environmental decision-making applications. The course provides background knowledge to identify spatial characteristics of many decision-making situations and to integrate spatial thinking and GIS analysis into the student's academic studies and career. The course includes hands-on laboratory tutorials and projects using ArcGIS 10 desktop GIS software.

**ECON 381 | PREDICTIVE ANALYTICS & BIG DATA****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and (BUAN 370 with a minimum grade of C- or (ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C-))

Analytics is the process of transforming data into insight in order to make better-informed decisions. Predictive analytics is the branch of analytics problem type that focuses on the central question of "what will (or could) happen?" This involves making predictions by describing static and dynamic relationships using a collection of techniques including, but not limited to response surface modeling, simulation, and forecasting. This course will focus on developing a toolkit for solving two important and common types of prediction problems: 1) formulating a continuous prediction; 2) formulating a categorical (discrete) prediction. With these goals in mind, methodologies will be introduced by leveraging modern-day software implementation and machine learning when appropriate. By the end of the course, you will know how to estimate and assess the performance of (validate) a variety of predictive models for applications in business.

**ECON 390 | BUSINESS ANALYTICS STRATEGY****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-) and (BUAN 370 with a minimum grade of C- or (ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C-))

Business analytics refers to the ways in which enterprises such as businesses, nonprofits, and governments can use data to gain insights and make better decisions. The ability to use data effectively to drive rapid, precise, and profitable decisions has been a critical strategic advantage for many companies. In this course, we will examine how managers and other stakeholders can apply advanced statistical techniques and tools that are central to the analysis of structured data that is used in business decision making. Data visualization and exploratory analysis will be emphasized as a key first step in the analytics process. Students will go through the process of identifying the data needs of a company, identifying key questions, identifying and exploring data sources to address these needs & questions, study design, strategy for implementation of study design, and communication of results. Special emphasis will be on communicating and translating analytic information into actionable business intelligence. Students will explore a variety of industry sectors (business, financial, technology, healthcare, sports, social innovation/ "big data for social good", social media).

**ECON 414 | INVESTMENT ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An overview of the economic foundations of modern finance, including individual preferences and decision-making in the face of uncertainty, how investors apply this decision-making framework to choose a portfolio of assets (Markowitz Portfolio Theory), the equilibrium pricing implications of these decisions (CAPM, Arbitrage Pricing Theory, Derivatives), and the role of asset prices and financial markets in the wider macroeconomy.



**ECON 424 | INDUSTRIAL ORGANIZATION****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Combining microeconomic theory, game theory, and empirical results to explore the relationships among firms within and across industries and to examine the nature of strategic interaction among firms. The focus is on the structure and performance of markets that are imperfectly competitive, including entry deterrence strategies and barriers to entry, vertical control, market segmentation and price discrimination, mergers and acquisition, price and non-competition, and market equilibria with incomplete information.

**ECON 471 | BUSINESS CYCLES AND FORECASTING****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

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.

**ECON 473 | MANAGERIAL ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The application of analytical techniques and economic principles to analyze typical problems encountered by managers. Topics include risk analysis, demand analysis and estimation using multiple regression analysis, sales forecasting, production analysis, cost estimation, pricing decisions, game theory, market structure and capital budgeting. (Note: offered only during the spring semester).

**ECON 480 | MATHEMATICAL ECONOMICS****Units: 3 Repeatability: No**

Prerequisites: ECON 102 with a minimum grade of C- and MATH 150 with a minimum grade of C-

An introduction to mathematical techniques used to analyze economic problems to gain a deeper understanding of economic decision making through the use of mathematical models. Topics include comparative statistics, optimization problems, dynamics, and mathematical programming. Mathematical techniques covered include matrix algebra, differential and integral calculus, differential equations, and difference equations.

**ECON 494 | SPECIAL TOPICS IN ECONOMICS****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An in-depth analysis of selected topics in economics. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ECON 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of economics under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**ECON 497 | SENIOR SEMINAR****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Advanced Integration, Oral communication competency**

Prerequisites: ECON 201 with a minimum grade of C- and ECON 202 with a minimum grade of C- and ECON 370 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This "capstone" course is designed to enhance research, critical thinking, and analytical skills for students majoring in economics and business economics. Students will use quantitative tools and the theoretical foundations learned in prior economic courses to analyze current economic problems and social issues. Requires integrating a variety of tools and techniques from economics, quantitative reasoning, critical thinking and information literacy, and social and behavioral inquiry to empirically test and provide implications about self-selected research questions. Students will sharpen their oral presentation, writing and technical analytical skills as they work on individual research and discussion topics, culminating in a final Economics research paper and presentation. (Prerequisite note: Last semester senior standing).

**ECON 498 | INTERNSHIP****Units: 1-3**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)

Experiential learning working in a business, government, or nonprofit organization. Placements provide the opportunity for practical application of economics, business, and accounting principles. Placement must emphasize economics field. See schedule of classes for special meeting times. This course may not be repeated for credit.

**ECON 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Study of economic theory and public policy through selective readings and research. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

## Education (EDUC)

### EDUC 101 | INTRODUCTION TO TEACHING AND LEARNING

#### Units: 3

This course has been developed to help USD undergraduates explore and confirm career interests in education, with a focus on teaching. It is a required course for the Undergraduate Minor in Education. Presenting both historical and current views of teaching and education, this course encourages students to think more deeply, more broadly, and more systematically about what teaching is, what teachers do, and whether teaching is an appropriate career choice for them. In the course students will learn about research and theory-based views of educational history. They will develop an understanding of themselves as learners, explore how children learn, examine teaching practices and various contexts that support teaching and learning and learn to think critically about the contemporary issues related to teacher education. Participating together in learning activities in class will facilitate students' learning. The expectation is that by the end of the course, students will begin to understand teaching as a profession that is a complex endeavor embedded in a larger organizational and social context.

### EDUC 124 | SPORT AND HIGHER EDUCATION: THE STUDENT ATHLETE EXPERIENCE

#### Units: 3

This course is designed to assist freshmen student-athletes in their quest to achieve a holistic education. Course content is based on the five commitment areas set forth by the NCAA Lifeskills Program. The NCAA Lifeskills Program strives to promote as part of the student-athlete experience: personal development, career development, academic planning, athletic development, and community service-learning. This course will foster development in these specific areas and, in turn, will promote integration of the student athlete into the university community.

### EDUC 201 | STUDENT MOVEMENTS IN EDUCATION

#### Units: 3

From Birmingham to Tianenman Square, college and high school students have formed the foundation of almost every struggle for social and civil rights. In this interactive, rigorous research seminar, students will examine the role and impact of Student Movements on historical and contemporary struggles for educational access. Issues of fair employment, community resources, and suffrage will also be examined. In addition to engaging in readings, viewing films and documentaries, and preparing written responses, students enrolled in the course will conduct and present their own project entitled, "Provoking the Crowd," centered on a contemporary struggle for educational equity and access. All students will be challenged, along with their classmates, to consider their role and responsibility in the modern day civil rights movement.

### EDUC 301 | CHANGEMAKERS IN EDUCATION: BUILDING BRIDGES TO COLLEGE ACCESS

#### Units: 3

This course is designed to support students in developing the knowledge, skills, and dispositions appropriate to mentoring children in PK-12 settings. Through readings, class discussions, and practical experiences, students will learn about issues affecting student learning. There will be an emphasis on mentoring a diverse population of students. Each USD student enrolled in the course will concurrently be placed at a mentoring site and assigned to work with an individual child or small group of children. The course will be adapted each semester to meet the specific demands of the mentoring sites and partner with educational programs such as AVID, Summerbridge, Balboa Elementary, and Kearny High School. Readings, placements, and, where appropriate, program-specific trainings will support students in their mentoring assignment.

### EDUC 304 | ST. CLARE'S COMPARATIVE EDUCATION

#### Units: 3

The course is broadly organized into four sections. The first part provides an overview of the UK education system, the second a comparison of key themes in UK education, the third introduces relevant international comparisons and benchmarks, and the fourth is based around student contributions based on their US and UK experiences. Throughout the course, the students will be asked to draw on their experience gained in UK classrooms. They will also be provoked to take an active and critical position on the various reading tasks requested of them as these relate to their classroom experience.

### EDUC 307 | SPANISH FOR EDUCATORS

#### Units: 3

This course targets the skills needed to provide students with the Spanish language such as vocabulary and phrases needed to communicate with Spanish speaking students, school personnel, families, and visitors. Students will be able to speak, read, and write using Spanish for classroom instruction, health care, educational administration, special needs and extracurricular activities, among other areas. The class emphasizes practice through authentic activities such as games and role-playing.

### EDUC 332P | CURRICULUM AND METHODS OF TEACHING IN TODAY'S GLOBAL SECONDARY CLASSROOMS

#### Units: 3 Repeatability: Yes (Can be repeated for Credit)

Prerequisites: EDUC 381C (Can be taken Concurrently) and EDUC 382 (Can be taken Concurrently)

Formal admission to the credential program. 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.

### EDUC 334P | METHODS OF TEACHING LITERACY IN SECONDARY SCHOOLS IN A GLOBAL SOCIETY

#### Units: 3

Prerequisites: EDUC 381C (Can be taken Concurrently) and EDUC 382 (Can be taken Concurrently)

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 381C and EDUC 382. Additional Prerequisite: Formal admission to the credential program.

### EDUC 337P | FOUNDATIONS IN CURRICULUM AND INSTRUCTION THEORY: SECONDARY PRAXIS IN HISTORICAL CONTEXT

#### Units: 3 Repeatability: No

This course provides an overview of key dimensions of curriculum and instruction theory and practice across secondary disciplines. Students will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to the present-day foci on social justice, inclusion, and Universal Design Learning (UDL). Building on this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include UDL, unit and lesson planning, assessment theory, standards-based curriculum and instruction, and teacher reflection. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

**EDUC 353 | CURRICULUM AND PROGRAMS IN CHARACTER EDUCATION****Units: 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 354 | CHARACTER BASED CLASSROOM MANAGEMENT****Units: 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 356 | INSTRUCTIONAL STRATEGIES IN CHARACTER EDUCATION****Units: 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 360 | TEACHING PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS****Units: 3**

This course provides a foundation for teaching health and physical education in elementary schools. It integrates the six broad goals of physical education (activity, fitness and wellness, movement, social interactions, self-realization, individual excellence) with health education principles and practices. The focus includes physical education theory, research and activities from a global perspective.

**EDUC 368 | CHARACTER AND ATHLETICS****Units: 3**

This course examines the interplay between character and athletics. Students will investigate and critique programs that are designed to enhance the character of athletes. Students will examine specific programs in the sports industry that claim that their programs contribute to one's character development. Students will interact with USD athletic department leaders, and discuss/debate current issues that promote or negate character development.

**EDUC 375P | INCLUSIVE CURRICULA FOR LEARNERS 5-22****Units: 3**

This course is designed to provide education specialist candidates with subject-specific pedagogical knowledge and skills across the CA state-adopted academic K-12 content standards. Candidates will explore and implement inclusive best practices in curriculum design, assessment and instructional methodology. An emphasis is placed on co-teaching, response-to-intervention, differentiated instruction and alignment of IEP learning outcomes within grade/age appropriate California k-12 content standards expectations. Candidates practice instructional strategies, design of learning outcomes, inclusive focused lesson and unit lesson planning, close examination of individual and class-wide student work, and classroom, individual and curriculum management. Focus centers around research grounded methods that address the learning needs of at-risk students, students with special needs, students with English Language Learning needs, students with concurrent special education & ELL needs and students whose ability to keep pace with age appropriate curriculum requires differential instruction. Candidates will learn to design and provide ongoing assessment of the principles of transference and generalization to facilitate learners' readiness at key transition points between 5 to 22 years of age educational opportunities. This course meets part of the CTC requirements for a Preliminary Education Specialist Credential with Mild/Moderate Authorization. Field Experience: The course requires 20-hours of structured practicum experience. Field experience is evenly divided in an elementary and a secondary setting. The practicum sites must be in an inclusive classroom setting that includes students with IEPs and English Language Learners. The field sites provide the settings for designing, delivery and assessment of the mandatory course embedded signature assignments. Candidates complete both an elementary and secondary subject matter focused PACT aligned project. An intern candidate may complete all or some of the components of this field experience in his or her contract classroom, providing the setting allow the intern to complete all components of the centerpiece assignment.

**EDUC 379 | SOLES EXPERIMENTAL TOPICS COURSE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Diversity-Pre F17 CORE**

This course number is used by SOLES for experimental topics courses. The title and content of each 379 course will vary by topic and program/department. If more than one 379 course is offered during a single semester, section numbers will allow for identification of the course.

**EDUC 381C | MULTICULTURAL AND PHILOSOPHICAL FOUNDATIONS IN A GLOBAL SOCIETY****Units: 3****Non-Core Attributes: Community Engagement, Diversity-Pre F17 CORE**

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 382 | PSYCHOLOGICAL FOUNDATIONS OF EDUCATION IN A DIVERSE SOCIETY****Units: 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 383P | METHODS OF TEACHING READING AND LANGUAGE ARTS IN ELEMENTARY****Units: 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.

**EDUC 384C | METHODS OF TEACHING ENGLISH LANGUAGE AND ACADEMIC DEVELOPMENT IN CROSSCULTURAL CONTEXTS****Units: 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.

**EDUC 385P | ELEMENTARY CURRICULUM AND METHODS FOR GLOBAL CLASSROOMS****Units: 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.

**EDUC 394 | SPECIAL TOPICS IN CHARACTER EDUCATION****Units: 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 399 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Department Chair, and the Associate Dean prior to registration for the course.

**EDUC 451P | EXTENDED PRACTICUM****Units: 2**

Prerequisites: EDUC 467S

During Extend Practicum, credential candidates 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 467S | EXTENDED PRACTICUM SEMINAR****Units: 3**

Prerequisites: EDUC 451P (Can be taken Concurrently)

Credential Candidates 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 490P | STUDENT TEACHING FOR THE MULTIPLE SUBJECT CREDENTIAL****Units: 9**

Prerequisites: EDUC 490S (Can be taken Concurrently)

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 Office 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 [https://www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies/#dlt\\_credential](https://www.sandiego.edu/soles/gateways/current-students/handbooks-forms-policies/#dlt_credential) for the complete list of requirements. Fieldwork fee: \$200. Students must register for EDUC 490S – Student Teaching Seminar for Multiple Subject Credential concurrent with this course.

**EDUC 490S | STUDENT TEACHING SEMINAR FOR MULTIPLE SUBJECT CREDENTIAL****Units: 3**

Prerequisites: EDUC 490P (Can be taken Concurrently)

Students are required to take this 3 unit seminar concurrent with EDUC 490P – 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 of the seminar is announced each semester by the Director of Field Experience.

**EDUC 491P | STUDENT TEACHING FOR THE SINGLE SUBJECT CREDENTIAL****Units: 9**

Prerequisites: EDUC 491S (Can be taken Concurrently)

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/soles/students/policies.php](http://www.sandiego.edu/soles/students/policies.php) for the complete list of requirements. Fieldwork fee: \$200. Students must register for EDUC 491S – Student Teaching Seminar for Single Subject Credential concurrent with this course.



**EDUC 491S | STUDENT TEACHING SEMINAR FOR THE SINGLE SUBJECT CREDENTIAL****Units: 3**

Prerequisites: EDUC 491P (Can be taken Concurrently)

Students are required to take this 3 unit seminar concurrent with EDUC 491P – 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 of the seminar is announced each semester by the Director of Field Experience.

**EDUC 499 | INDEPENDENT STUDY****Units: 1-3**

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Department Chair, and the Associate Dean prior to registration for the course.

## Education Recreation (EDRC)

**EDRC 100 | SCUBA DIVING****Units: 0.5-1****EDRC 101 | SWIMMING CONDITIONING****Units: 0.5****EDRC 102 | WATER POLO COED****Units: 0.5****EDRC 103 | LIFEGUARDING/WATER SAFETY INSTRUCTOR****Units: 0.5****EDRC 104 | SWIMMING****Units: 0.5****EDRC 105 | ADAPTIVE AQUATICS/WATER FITNESS****Units: 0.5****EDRC 106 | SWIM TRAINING****Units: 0.5****EDRC 107 | MIXED MARTIAL ARTS****Units: 0.5****EDRC 108 | ESCRIMA****Units: 0.5****EDRC 109 | KENDO****Units: 0.5****EDRC 110 | KARATE****Units: 0.5****EDRC 111 | SELF DEFENSE****Units: 0.5****EDRC 112 | TAI KWON DO****Units: 0.5****EDRC 113 | TAI CHI****Units: 0.5****EDRC 114 | AIKEDO****Units: 0.5****EDRC 115 | JUDO****Units: 0.5****EDRC 116 | KUNG FU****Units: 0.5****EDRC 117 | JAPANESE SAMURAI MARTIAL ARTS****Units: 0.5****EDRC 118 | BRAZILIAN JIU-JITSU****Units: 0.5****EDRC 119 | MEXICAN DANCE****Units: 0.5-1****EDRC 120 | BALLET****Units: 0.5****EDRC 121 | BALLROOM DANCE****Units: 0.5****EDRC 122 | TAP****Units: 0.5****EDRC 123 | JAZZ BEGINNING****Units: 0.5****EDRC 124 | JAZZ/CONTEMPORARY DANCE****Units: 0.5****EDRC 125 | DANCE PERFORMANCE WORKSHOP/MUSICAL THEATRE DANCE****Units: 0.5-1****EDRC 126 | STRETCH AND YOGA FOR FLEXIBILITY AND RELAXATION****Units: 0.5****EDRC 127 | SALSA/TANGO****Units: 0.5-1****EDRC 128 | SWING DANCING/COUNTRY WESTERN DANCE/LATIN BALLROOM****Units: 0.5****EDRC 129 | POLYNESIAN DANCE/BELLY DANCING/HAWAIIAN DANCE****Units: 0.5****EDRC 130 | FITNESS WEIGHT TRAINING****Units: 0.5****EDRC 131 | POWER DEVELOPMENT FOR SPORTS PERFORMANCE****Units: 0.5****EDRC 132 | FITNESS HIP HOP/ZUMBA CARDIO DANCE****Units: 0.5****EDRC 133 | FITNESS BOXING****Units: 0.5****EDRC 134 | FITNESS AEROBICS/ABS AND TONING TRAINING****Units: 0.5****EDRC 135 | FITNESS POLYNESIAN AEROBICS****Units: 0.5****EDRC 136 | FITNESS PILATES/SCULPT****Units: 0.5****EDRC 137 | RUNNING FOR FUN AND FITNESS/BOOT CAMP****Units: 0.5****EDRC 138 | FITNESS TRIATHLON MULTI-LEVEL****Units: 0.5****EDRC 139 | FITNESS AQUA AEROBICS****Units: 0.5****EDRC 140 | CYCLING****Units: 0.5****EDRC 141 | MOUNTAIN BIKING MULTI-LEVEL****Units: 0.5**

**EDRC 142 | MEN'S CREW**

Units: 0.5

**EDRC 143 | FITNESS SPINNING**

Units: 0.5

**EDRC 144 | FITNESS 101**

Units: 0.5

**EDRC 145 | COMMUNITY SAFETY AND CPR**

Units: 0.5

**EDRC 146 | ADVANCED FIRST AID/CPR/AED/OXYGEN**

Units: 0.5

**EDRC 147 | FIRST AID RESPONDING TO EMERGENCIES**

Units: 1

**EDRC 148 | WELLNESS AND PERSONAL FITNESS/PRACTICE OF MINDFUL HAPPINESS/SPORTS AND NUTRITION**

Units: 0.5

**EDRC 149 | PERSONAL/GROUP/ATHLETIC/STRENGTH TRAINING PREP COURSES**

Units: 0.5

**EDRC 150 | HORSEMANSHIP ENGLISH**

Units: 0.5

**EDRC 151 | HORSEMANSHIP WESTERN**

Units: 0.5

**EDRC 152 | HORSE POLO**

Units: 0.5

**EDRC 153 | MASSAGE**

Units: 0.5

**EDRC 154 | YOGA**

Units: 0.5

**EDRC 155 | SAN DIEGO ATTRACTIONS**

Units: 0.5

**EDRC 156 | SAN DIEGO CULTURE**

Units: 0.5

**EDRC 157 | COOKING FOR FUN/AUTOMOTIVE BASICS**

Units: 0.5

**EDRC 159 | INFORMAL RECREATION**

Units: 0.5 Repeatability: Yes (Can be repeated for Credit)

Relax and have fun in this informal yet instructional "team lawn games" class that includes games such as corn hole, bocce ball, spike ball and more.

**EDRC 160 | BEGINNING ROCK CLIMBING/VERTICAL WORLD**

Units: 0.5

**EDRC 161 | BACKPACKING**

Units: 0.5

**EDRC 162 | KAYAKING**

Units: 0.5

**EDRC 163 | FISHING**

Units: 0.5

**EDRC 164 | SNOW SKIING**

Units: 0.5

**EDRC 165 | LEAVE NO TRACE**

Units: 0.5

**EDRC 166 | KAYAK/CANOE BASICS**

Units: 0.5

**EDRC 167 | CHALLENGE COURSE FACILITATION/NEW GUIDE DEVELOPMENT**

Units: 0.5

**EDRC 168 | SAN DIEGO OUTDOORS**

Units: 0.5

**EDRC 169 | FLOWBOARDING**

Units: 0.5

**EDRC 170 | SAILING BASIC TO ADVANCED**

Units: 0.5-1

**EDRC 171 | SURFING**

Units: 0.5

**EDRC 172 | WATER SKI MULTI-LEVEL**

Units: 0.5

**EDRC 173 | WAKEBOARDING**

Units: 0.5

**EDRC 174 | KAYAKING (SEA)**

Units: 0.5

**EDRC 175 | WIND SURFING**

Units: 0.5

**EDRC 176 | MBAC MULTI WATER SPORTS**

Units: 0.5

**EDRC 177 | STAND UP PADDLE BOARDING**

Units: 0.5 Repeatability: Yes (Can be repeated for Credit)

**EDRC 180 | ARCHERY**

Units: 0.5

**EDRC 181 | BADMINTON/BASKET BALL/VOLLEYBALL/SOCCER/ BEACH VOLLEYBALL**

Units: 0.5

**EDRC 182 | GOLF**

Units: 0.5-1

**EDRC 183 | TENNIS**

Units: 0.5

**EDRC 184 | ICE SKATING**

Units: 0.5

**EDRC 185 | RACQUETBALL BEGINNING**

Units: 0.5

**EDRC 186 | BOWLING COED**

Units: 0.5

**EDRC 187 | FENCING FOIL I AND II**

Units: 0.5

**EDRC 188 | BASEBALL THEORY**

Units: 0.5

**EDRC 189 | SPORTS OFFICIATING**

Units: 0.5

**EDRC 190 | CLUB SOCCER/RUGBY TEAM**

Units: 0.5

**EDRC 191 | CLUB LACROSSE TEAM**

Units: 0.5

**EDRC 192 | CLUB VOLLEYBALL TEAM**

Units: 0.5

**EDRC 193 | CLUB TEAM I**

Units: 0.5

**EDRC 194 | CLUB SURF TEAM****Units: 0.5****EDRC 195 | CLUB WATER POLO****Units: 0.5****EDRC 196 | CLUB EQUESTRIAN/ROLLER HOCKEY CLUB****Units: 0.5****EDRC 197 | RECREATION ACTIVITIES - VARIOUS****Units: 0.5****EDRC 198 | CLUB ACTIVITIES II****Units: 0.5-1**

## Electrical Engineering (ELEC)

**ELEC 102 | INTRODUCTION TO ELECTRO-TECHNOLOGY PRACTICE****Units: 3****Non-Core Attributes: Physical Science-Pre F17 CORE**

Introduction to the underlying scientific principles of electrical and electronic technologies encountered in our daily lives. This course answers how and why for the student with minimal background in physical science. Foundations of both historic and emerging technologies, and how they affect our environment and society are presented. This course fulfills a non-laboratory core curriculum Physical Science requirement for non-majors. Three hours lecture-recitation-demonstration per week.

**ELEC 201 | ELECTRICAL CIRCUITS****Units: 4 Repeatability: No**

Prerequisites: MATH 310 (Can be taken Concurrently) and PHYS 271

Corequisites: ELEC 201L

Electrical element physical behavior and component models; network laws and analysis techniques; time and frequency domain techniques for the analysis of linear networks; computer-aided analysis using SPICE or approved equivalent; introduction to AC power; laboratory circuit design, testing, and verification. Three hours lecture and one three-hour laboratory weekly. Fall and spring semesters.

**ELEC 201L | ELECTRICAL CIRCUITS LAB****Units: 0 Repeatability: No**

Prerequisites: ELEC 201 (Can be taken Concurrently)

Laboratory for ELEC 201.

**ELEC 294 | SPECIAL TOPICS IN ELECTRICAL ENGINEERING****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics seminar in areas of special interest to electrical/electronics/computer engineering. May be repeated for credit with a different topic.

**ELEC 299 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

**ELEC 301 | ELECTRONICS I****Units: 4**

Prerequisites: ELEC 201

Analysis and design of analog and digital electronic devices, circuits and systems including single and multiple transistor amplifiers, logic gates and other digital logic building block elements; low frequency models of bipolar junction transistors and field effect transistors; design features and characteristics of integrated circuit operational amplifiers; computer-aided analysis and design using SPICE; laboratory design, testing and verification. Three hours lecture and one three-hour laboratory weekly. Fall semester.

**ELEC 302 | ELECTRONICS II****Units: 4**

Prerequisites: ELEC 301 and ELEC 350 (Can be taken Concurrently)

Electronic circuit design including integrated circuit realizations; computer-aided design using SPICE; power amplifiers and output stages; design of feedback amplifiers and active filters; frequency response including high frequency models of electronic devices; laboratory design, testing and verification. Three hours lecture and one three-hour laboratory weekly. Spring semester.

**ELEC 310 | EMBEDDED SYSTEMS DESIGN****Units: 4 Repeatability: No**

Prerequisites: (COMP 110 or ENGR 121 or COMP 150) or ELEC 340

Introduction to a basic microprocessor and its applications; microcomputer systems organization; memory and I/O device interfacing; assembly language programming of a basic microprocessor; use of assemblers and other development tools. Three hours lecture and one three-hour laboratory weekly. Spring semester.

**ELEC 310L | INTRODUCTION TO MICROCOMPUTERS****Units: 1****Non-Core Attributes: Lab****ELEC 311 | SEMICONDUCTOR ELECTRONIC DEVICES****Units: 3 Repeatability: No**

Prerequisites: CHEM 151 and CHEM 151L and MATH 151 and PHYS 271

Semiconductor fundamentals and basic application including crystal structure and energy bands, charge carriers and their movements in crystal (thermal motion, drift, and diffusion) physics of semiconductors under non-equilibrium (generation and recombination, quasi-Fermi levels, and light-generated carriers), P-N junctions, field effect transistors, bipolar junction transistors. Three hours weekly. Fall semester.

**ELEC 320 | PRINCIPLES OF ELECTRICAL POWER****Units: 3**

Prerequisites: ELEC 201

Fundamentals of electrical power circuits and devices; electromechanical energy conversion; theory and analysis of magnetic circuits and transformers; theory and analysis of DC and AC electric machines including steady-state and dynamic characteristics. Three hours lecture weekly. Fall semester.

**ELEC 340 | DIGITAL DESIGN****Units: 4**

Prerequisites: (ENGR 121 or COMP 150) and ELEC 201

Analysis and design of combinational and sequential digital circuits; digital circuit design using MSI, LSI, and VLSI; digital systems design using programmable logic devices; design and simulation using a hardware description language; asynchronous sequential logic; digital electronics. Three hours lecture and one three-hour laboratory weekly. Fall semester.

**ELEC 350 | SIGNALS AND SYSTEMS****Units: 3 Repeatability: No**

Prerequisites: (COMP 110 or ENGR 121 or COMP 150) and MATH 310 and ELEC 201 and MATH 311 (Can be taken Concurrently)

Methods of analysis for linear, time-invariant systems; time and frequency domain analysis; Fourier series; Laplace and Fourier Transform methods of analysis; state variable representation; sampling theorem; simulation diagrams and system realization; introduction to discrete-time approximations and analysis; computer-aided analysis and simulation using MATLAB or equivalent. Three hours lecture weekly. Spring semester.

**ELEC 403 | ADVANCED ELECTRONIC CIRCUIT DESIGN****Units: 3**

Prerequisites: ELEC 302

Analysis and design of analog and digital electronic circuits and systems including: oscillators, waveform generation, communication circuits, power electronics, and digital gates; computer-aided analysis and design; lecture/recitation and occasional lab/demonstration.

**ELEC 410 | MICROCOMPUTER-BASED SYSTEMS DESIGN****Units: 4**

Prerequisites: ELEC 310

Use of microcomputer as an engineering system component in design; systems characteristics and programming of microprocessors, microcontrollers and related architectures; data acquisition, control, timing, I/O, and interfacing; use of computer-aided tools for design and evaluation of microcomputer-based systems; design projects.

**ELEC 430 | APPLIED ELECTROMAGNETICS****Units: 4 Repeatability: No**

Prerequisites: MATH 311 and PHYS 271 and ELEC 350

Principles of electromagnetic fields, propagation, and transmission; Maxwell's equations and classical solutions using boundary conditions; microwave transmission line principles and applications; waveguides; introduction to antennas. Computer-aided analysis and design. Fall semester.

**ELEC 432 | RADIO FREQUENCY AND MICROWAVE ENGINEERING****Units: 3**

Prerequisites: MATH 311 and ELEC 302 and ELEC 430 (Can be taken Concurrently)

An introduction to the design and analysis of active and passive radio frequency and microwave circuits. Topics include radio frequency and microwave circuit analysis, measurement methods, transmission line structures, matching networks, oscillators, and mixers. Computer-aided analysis and design.

**ELEC 450 | DIGITAL SIGNAL PROCESSING AND APPLICATIONS****Units: 3**

Prerequisites: ELEC 350 and (ISYE 330 (Can be taken Concurrently) or MATH 315 (Can be taken Concurrently))

Analysis and design of sampled-data and discrete-time systems; z-transform and state-space techniques; introduction to hardware implementation; principles of digital signal processing and control including noise considerations; computer-aided analysis and design.

**ELEC 456 | BIOMEDICAL INSTRUMENTATION****Units: 3**

Prerequisites: ELEC 302

Techniques and equipment used by engineers in biomedical signal acquisition, biomedical signal analysis, and medical environment. Theory and application of biomedical technology. Basics of and requirements for biosignal transducing, amplification, and processing. Topics include current biomedical imaging technology, biomedical safety, and biomedical ethics.

**ELEC 460 | CONTROL SYSTEMS ENGINEERING****Units: 4**

Prerequisites: ELEC 320 and ELEC 350 and MATH 311

Analysis and design of linear feedback systems; control components; time, frequency, and transform domain representations and design techniques; systems specifications, performance indices, evaluation and testing; controller and compensator design; complex frequency and state-variable techniques. Introduction to sampled-data systems. Computer-aided design and simulation. Three hours lecture and one three-hour laboratory weekly. Spring semester.

**ELEC 470 | COMMUNICATION PRINCIPLES AND CIRCUITS****Units: 4**

Prerequisites: ELEC 302 and ELEC 350 and MATH 311 and (ISYE 330 (Can be taken Concurrently) or MATH 315 (Can be taken Concurrently))

Signal analysis; analog and digital modulation and detection techniques; modern communication circuits and devices. Application of probability theory and random processes to communication systems. Three hours lecture and one three-hour laboratory weekly. Fall semester.

**ELEC 472 | WIRELESS AND DIGITAL COMMUNICATIONS****Units: 3**

Prerequisites: ELEC 470

Digital and wireless communication systems and modulation techniques. Schemes for multiplexing and multiple access in wireless networks. Propagation and channel coding issues. Practical issues in the design and development of cellular, satellite-based, and other wireless communication systems.

**ELEC 472L | WIRELESS AND DIGITAL COMMUNICATIONS LAB****Units: 1**

Prerequisites: ELEC 470 and ELEC 472 (Can be taken Concurrently)

**ELEC 480 | OPTOELECTRONIC MATERIALS AND DEVICES****Units: 3**

Prerequisites: ENGR 311 and ELEC 301

Introduction to the operation and design of optoelectronic materials and devices including compound semiconductors, fabrication, crystal growth, and devices such as lasers, LEDs, and detectors.

**ELEC 491W | ELECTRICAL ENGINEERING DESIGN AND PRACTICE I****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: ELEC 302 and ELEC 310 and ELEC 350

Proposal and concept design phase of a capstone project culminating in a documented and approved project to be implemented in Electrical Engineering Design and Practice II (ELEC 492). Working as a multidisciplinary team, an iterative design process is applied to a major design experience based on the knowledge and skills acquired in earlier course work. Stages of design include problem identification, formulation of requirements, research and analysis, evaluation of alternatives, use of modern design methods and engineering techniques that incorporate realistic constraints, project planning, testing and proof-of-concept. Societal, ethical, and professional practice considerations are integrated into the design process. Three hours lecture-recitation and one three-hour laboratory weekly. Fall semester.

**ELEC 492 | ELECTRICAL ENGINEERING DESIGN AND PRACTICE II****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: ELEC 491W

Principles of engineering design culminating in a project that applies and integrates topics in electrical and electronic circuits, signals, and systems; technical and non-technical considerations; research, planning, analysis, detail design, prototyping, implementation, testing, evaluation, and documentation of an engineering design project; design reviews including written reports and oral presentations to multiple audiences. Two hours of lecture and four hours of laboratory weekly. Spring semester.

**ELEC 494 | SPECIAL TOPICS IN ELECTRICAL ENGINEERING****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics seminar in areas of special interest to electrical/electronics/computer engineering. May be repeated for credit with a different topic.

**ELEC 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Faculty-directed undergraduate research in electrical engineering. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in the EE major. Prior approval by the department chair is required. May be repeated for credit.

**ELEC 498 | INTERNSHIP/CO-OP EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Directed upper division level internship/co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit.



**ELEC 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

## Engineering (ENGR)

**ENGR 101 | INTRODUCTION TO ENGINEERING****Units: 3 Repeatability: No****Core Attributes: Science/Tech Inquiry area**

Prerequisites: MATH 150 (Can be taken Concurrently)

Introduction to the field of engineering. Students work in small teams to solve open-ended interdisciplinary design problems, including concept generation, analysis, computer aided design (CAD) modeling, construction, testing, development, and documentation. The project work is enhanced with lectures, activities, and reading on design, manufacturing, and engineering tools. Intended for majors in engineering or those exploring careers in engineering. Four hours lecture-laboratory weekly.

**ENGR 102 | INTRODUCTION TO ELECTROMECHANICAL SYSTEM DESIGN****Units: 3 Repeatability: No**

Prerequisites: ENGR 101 and MATH 150 and MATH 151 (Can be taken Concurrently) and (ENGR 121 or COMP 110 or COMP 150) and PHYS 270 (Can be taken Concurrently)

Introduction to the use of sensors, actuators, controllers, and computer interfaces for the use with electro-mechanical systems. Application of the engineering design process culminating in a team-based design project.

**ENGR 103 | USER-CENTERED DESIGN****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1**

Prerequisites: ENGR 101 and MATH 150 and MATH 151 (Can be taken Concurrently)

Introduction to strategies for developing designs that emphasize how users will interact with the final product. Iterative design methods to elicit user requirements, generate alternative designs, develop low-fidelity prototypes, and evaluate designs from the user's perspective. Individual and collaborative strategies for design thinking, concept development, and functional evaluation.

**ENGR 110 | THE DESIGN OF COFFEE****Units: 3 Repeatability: No****Core Attributes: Science/Tech Inquiry area****Non-Core Attributes: Lab**

This course serves as an introduction to how engineers approach and solve problems, demonstrated by the process of roasting and brewing coffee. Students will be introduced to basic principles of engineering analysis and design, and guided through a series of laboratory experiments testing the effect of design choices on the sensory quality of coffee. Both qualitative and quantitative concepts will be included in the course, along with discussion on the implications of coffee production and harvesting on land use, agriculture industry, labor force, economies, and societies. This course fulfills a Scientific and Technological Inquiry core curriculum requirement for non-majors. Concurrent registration in MATH 115 or higher recommended.

**ENGR 121 | ENGINEERING PROGRAMMING****Units: 3 Repeatability: No**

Prerequisites: MATH 150 (Can be taken Concurrently)

Fundamentals of computer usage and programming in a structured, high-level language as commonly used in engineering systems development and applications; modular programming principles; use of the operating system and language constructs for program input/output; object-oriented programming. Three hours lecture weekly.

**ENGR 241 | ACOUSTICS OF MUSICAL INSTRUMENTS****Units: 3 Repeatability: No****Core Attributes: Science/Tech Inquiry area**

An exploration of the acoustical properties of musical instruments that combines the concepts of musical acoustics with the design and construction of musical instruments. Analysis of musical tones using instrumentation. Analysis of vibrating structures using SolidWorks. The course will culminate in student innovative design projects. Not intended for engineering majors.

**ENGR 294 | SPECIAL TOPICS IN ENGINEERING****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics in various areas of engineering theory and practice. May be repeated for credit with a different topic.

**ENGR 296 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Faculty-directed undergraduate research in engineering. Problem selected after consultation with faculty. Written report required. Prior approval by department chair or dean is required.

**ENGR 298 | INTERNSHIP/CO-OP EXPERIENCE****Units: 1-3**

Directed lower division internship or co-operative experience in an engineering or related activity. Usually involves a three-month summer work assignment with industrial firms or government agencies. Written report required. Credit not applicable to minimum engineering program graduation requirements. May be repeated for credit.

**ENGR 299 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

**ENGR 311 | ENGINEERING MATERIALS SCIENCE****Units: 3 Repeatability: No**

Prerequisites: (CHEM 151 and CHEM 151L) and MATH 151 and PHYS 271

Basic concepts of material structure and its relation to properties; atomic structure; mechanical, electrical, and magnetic properties; engineering applications; introduction to semiconductor physics. Three hours lecture weekly. Fall semester.

**ENGR 315 | COFFEE: ENGINEERING, THE GLOBAL INDUSTRY AND SOCIAL JUSTICE****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2****Non-Core Attributes: Lab**

Prerequisites: ISYE 330

This course introduces students to the engineering, science and economic aspects of the coffee growing, harvesting, production, distribution, roasting, grinding and brewing processes. Students will apply fundamental principles of engineering analysis and design, and be guided through a series of laboratory experiments testing the effect of design choices on the sensory quality and measured properties of brewed coffee. This course examines both historical and contemporary systems of the coffee industry and the constructs that have dominated its social, economic and political aspects. Students will also critically examine and recognize how different cultures and social statuses may lead to disparities in coffee experiences, and explore the social, economic and environmental impacts of the coffee industry around the world. Students may not receive credit for both ENGR 110 and ENGR 315.

**ENGR 351 | COMMUNITY-BASED PARTICIPATORY ENGINEERING APPRENTICESHIP****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

Prerequisites: ENGR 103

Interdisciplinary apprenticeship course to support engineers' ability to work with community groups around socio-technical problems. Explorations of the historical and contemporary contexts and impacts of designs, systems, processes and products surrounding and involving engineering and engineers will be applied to a community context. Collaborations with communities to share knowledge and understanding and to co-create project briefs related to engineering in support of social justice.

**ENGR 465 | FORENSIC ENGINEERING****Units: 3 Repeatability: No**

This course deals with the interaction between the engineering and legal communities. Through case studies, students will learn about the legalities associated with being an engineer. The analysis stage of the engineering design process will be dissected and viewed as it is interpreted by the courts. Standard of care and legal standards for review of engineering design will be discussed. Duties of the engineer, the manufacturer, and the end user will be compared and contrasted. Students will perform forensic analyses of product failure cases. Legal concepts will be conveyed via case studies and Law Review articles.

**ENGR 494 | SPECIAL TOPICS IN ENGINEERING****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics course in areas of special interest to engineering. May be repeated for credit with a different topic.

**ENGR 496 | UNDERGRADUATE RESEARCH****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

Faculty-directed undergraduate research in engineering. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in engineering. Prior approval by department chair or dean is required. May be repeated for credit.

**ENGR 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 or MATH 150)

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

## English (ENGL)

**ENGL 110 | INTRODUCTION TO COLLEGE WRITING FOR ESL STUDENTS****Units: 3 Repeatability: No**

A writing workshop designed for non-native speakers of English to prepare them to take ENGL 121. Instruction in the fundamentals of various modes of written expression, including English grammar, sentence structure, understanding the importance of audience, editing and revision. Readings selected from non-fictional prose works and film documentaries. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

**ENGL 115 | INTRODUCTION TO COLLEGE WRITING****Units: 3 Repeatability: No**

A writing workshop to prepare students to take ENGL 121. Instruction in the fundamentals of various modes of written expression, including sentence work, understanding the importance of audience, editing, and revision. Readings from non-fictional prose works. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

**ENGL 121 | COMPOSITION AND LITERATURE****Units: 3 Repeatability: No**

Fulfills the core curriculum requirement in lower division written literacy, and should be taken within the first four semesters. Practice in developing skills of close observation, investigation, critical analysis, and informed judgment in response to literary texts. Students are encouraged to use the Writing Center, staffed by trained peer-tutors. Every semester.

**ENGL 215 | CHILDREN'S LITERATURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Reserved for students in credential programs. Literary and popular texts produced for children. Emphasis on analysis of how children's texts construct gender, sex, race, class, family structure, power relations, and violence, for example. Includes phonemic awareness, word analysis, and field experience.

**ENGL 220 | STUDIES IN GENRE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Readings in a type of literature, ranging through periods and nationalities. May include drama, narrative, epic, tragedy, comedy, biography, autobiography, or others. Every semester.

**ENGL 222 | POETRY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

An introduction to the study of poetry. Readings include a variety of poetic forms and range across literary periods and nationalities. Every semester.

**ENGL 225 | STUDIES IN UNITED STATES LITERATURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Diversity-Pre F17 CORE**

Readings in some period or aspect of the literature of the United States, including that of underrepresented groups. Every semester.

**ENGL 226 | STUDIES IN LITERARY TRADITIONS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area**

Readings in a particular body of literature, which may be defined formally, topically, ethnically, or otherwise, as it develops over a period of time. Every semester.

**ENGL 228 | STUDIES IN WORLD LITERATURE****Units: 3-4 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Readings in some period or aspect of literature outside England and the United States. Works not originally in English will be read in translation. Every semester.

**ENGL 230 | STUDIES IN UNITED STATES LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Domestic Diversity level 1**

Readings in some period or aspect of the literature of the United States, including that of underrepresented groups. Every semester.

**ENGL 236 | STUDIES IN WORLD LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area**

Readings in some period or aspect of literature outside England and the United States. Works not originally in English will be read in translation. Every semester.

**ENGL 240 | SHAKESPEARE****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area**

Studies in the plays and poems of William Shakespeare, including the major genres (tragedies, comedies, histories, and romances). Every semester.

**ENGL 244 | THE ALCALÁ REVIEW****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

The Alcalá Review is USD's premier publication venue for undergraduate creative work in poetry, fiction, nonfiction, photography, art, and beyond. This course introduces students to the history of literary and art journals. And through a practical engagement with the arts at USD and with journal publishing, it prepares them, if they choose, to become contributors to The Alcalá Review.

**ENGL 250 | LITERARY FOUNDATIONS****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Focuses on texts that have provided a foundation for literature written in English and have a current presence in literary studies. Topics might include the Bible, British Literature to 1800, Ovid, Dante, etc.

**ENGL 260 | CRITICAL READING****Units: 3 Repeatability: No**

Focuses on developing skills essential to the major or minor, including close reading, contextualized study via basic criticism and theory, literary devices and genres (at least 2), and fundamentals of literary research. Enrollment restricted to English majors and minors only.

**ENGL 292 | SOUTHEAST SAN DIEGO TUTORING PROGRAM****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Practical experience tutoring students in low-income schools, grades K-8. Open to all USD students, regardless of major. Offered every semester for one to three units.

**ENGL 294 | SPECIAL TOPICS****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Lower division courses that treat a special topic, genre, or author. See departmental list of offerings each semester.

**ENGL 298 | INTERNSHIP****Units: 1-3****Non-Core Attributes: Experiential**

Practical experience tutoring students in low-income schools, grades K-8. Open to all USD students, regardless of major. Offered for one to three units of upper or lower division credit. Every semester.

**ENGL 300 | BRITISH LITERATURE TO 1800****Units: 3**

This course presents a survey of English literature from the seventh century (Caedmon) to 1800, including texts representative of the Old English and Medieval periods, the Renaissance, and the 18th century. Topics will include the evolution of the language and the development of literary/poetic form as well as historical and cultural contexts. Texts and writers usually include Beowulf, Chaucer, Spenser, Shakespeare, Donne, Milton, Pope, Swift, and others. Every semester.

**ENGL 301 | INTRODUCTION TO CREATIVE WRITING****Units: 3 Repeatability: No**

A workshop on imaginative writing, with examples drawn from literature.

**ENGL 304 | ADVANCED COMPOSITION****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, First Yr Integration (LC Only)**

A workshop course in the writing of expository, descriptive, and critical prose. This course is designed to fulfill the upper division written literacy requirement for non-English majors; it will fulfill an upper division elective for English majors. Every semester. Students may not receive credit for both ENGL 304 and ENGL 304W.

**ENGL 311 | GENRES AND TRADITIONS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Focuses on a literary genre or tradition within a historical or developmental context. Emphasis on literature across time and foundational texts in conversation with contemporary works; attention given to diversity.

**ENGL 315 | LITERARY PERIODS****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Focuses on literary periods and movements. Emphasis on: literature across time; literature in historical contexts; foundational texts in conversation with past or contemporary works. Attention given to diversity.

**ENGL 319 | TOPICS IN LITERARY HISTORIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Treats a special topic or theme within literary history.

**ENGL 321 | LITERATURE OF RACE, GENDER AND SEXUALITY****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Focuses on ways of reading literature, cultural formation and theory with a focus on race, gender and/or sexuality. Will include close reading, contextualized study via basic criticism and theory, and literary devices. Will include at least two genres.

**ENGL 323 | PERSPECTIVES ON US SOCIETY****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Domestic Diversity level 2**

Focuses on ways of understanding society in the United States, as formed by cultural and literary texts. Attention to the dynamics of race, ethnicity, gender, sexuality, disability, and other critical forms of diversity.

**ENGL 325 | LITERARY THEORY****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Investigation of the values and assumptions that inform literature and literary criticism through readings in important theorists.

**ENGL 329 | TOPICS IN LITERARY CULTURES AND THEORIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

A special topic that focuses on ways of reading literature, cultural formations, and literary theories. Includes close reading, contextualized study via basic criticism and theory, literary devices. Includes at least two genres.

**ENGL 330 | DANTE****Units: 3 Repeatability: No**

Dante's Divine Comedy, Vita Nuova, and selected other works in their literary and historical contexts. Texts will be read in English translation.

**ENGL 331 | MEDIEVAL STUDIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

This course considers literary texts composed from late antiquity through to the 15th century that may be drawn from European and other traditions of the period (Persian, Arabic, Indian, Slavic, Chinese, others). The course may include such topics as: the Heroic age; the Arthurian cycle; the age of chivalry; the Crusades. Texts are generally read in translation. May be repeated when topic changes.

**ENGL 333 | CHAUCER****Units: 3 Repeatability: No**

The life and work of Geoffrey Chaucer, set in the historical and cultural context of late 14th-century England. The course gives particular attention to The Canterbury Tales, as well as to some of Chaucer's shorter poems. Readings will be in Middle English.

**ENGL 335 | RENAISSANCE DRAMA****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Studies in the English drama of the 16th and 17th centuries, focusing on such contemporaries of Shakespeare as Marlowe, Jonson, Webster, and others.

**ENGL 336 | EARLY NOVEL****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

A study of the novel as a literary art form from its origins to the mid-nineteenth century. Focus on the poetics of the novel as a literary genre; may include specialized concentration on the development of form, mode (e.g., epistolary) or a single writer. All novels will be in English or English translation.

**ENGL 337 | RENAISSANCE STUDIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Studies in the literature and culture of early-modern England. Readings may include poetry, drama, and prose, fiction and non-fiction.

**ENGL 338 | MILTON****Units: 3 Repeatability: No**

Studies in the poetry and prose of John Milton, with emphasis on *Paradise Lost*.

**ENGL 340 | RESTORATION STUDIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Studies in British literature written between 1640 and 1700. A multi-genre course that may include male and female writers such as Phillips, Milton, Behn, Congreve, Wycherley, Dryden, Pepys, Astell and others. Readings are grounded in the social, intellectual, political, and cultural history of the period.

**ENGL 341 | EIGHTEENTH CENTURY STUDIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area**

Studies in British and American literature written between 1680 and 1820. A multi-genre course that may include male and female writers such as Pope, Swift, Haywood, Montagu, Franklin, Johnson, Burney, Jefferson, Burney, Wheatley, Cowper, Burke, Radcliffe. Readings are grounded in the social, intellectual, political and cultural history of the period.

**ENGL 342 | ROMANTICISM****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Poetry and prose of first- and second-generation Romantic writers. May include Blake, the Wordsworths, Coleridge, Byron, the Shelleys, and Keats, as well as European and American Romantic writers.

**ENGL 343 | EARLY NOVEL****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

A study of the novel as a literary art form from its origins to the mid-nineteenth century. Focus on the poetics of the novel as a literary genre; may include specialized concentration on the development of form, mode (e.g., epistolary) or a single writer. All novels will be in English or English translation.

**ENGL 344 | VICTORIAN STUDIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Poetry and prose of the Victorian period. May include works by Carlyle, Tennyson, the Brownings, the Pre-Raphaelites, Arnold, Wilde, Ruskin, Newman, Mill, and letters, journals, and diaries of the period.

**ENGL 348 | NINETEENTH CENTURY NOVEL****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Readings in Austen, Dickens, the Brontës, George Eliot, Hardy, Conrad, and others. May also include letters, essays, and verse of the period.

**ENGL 352 | UNITED STATES LITERATURE TO 1900****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Readings will include works by Bradstreet, Hawthorne, Cooper, Poe, Twain, Dickinson, James, Whitman, Melville, and others.

**ENGL 355 | EARLY UNITED STATES LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Readings may include works by Franklin, Poe, Dickinson, Melville, Hawthorne, Fuller, Douglass, Emerson, Peabody, Thoreau, Whitman, or others.

**ENGL 356 | UNITED STATES FICTION 1900-1940****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Readings will include works by Crane, Robinson, Dreiser, Wharton, James, Cather, Frost, Fitzgerald, Hemingway, and others.

**ENGL 357 | MODERN UNITED STATES LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Readings may include works by James, Adams, Gilman, DuBois, Stein, Wright, W.C. Williams, T. Williams, Baldwin, Rich, Sexton, Lorde, Faulkner, Fitzgerald, Ginsberg, Stevens, or others.

**ENGL 358 | UNITED STATES ETHNIC LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

**Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Domestic Diversity level 1**

Studies in African-American, Asian-American/Pacific Islander, Chicano/Latino, and Native-American literatures. May be taught from a comparatist perspective and include other U.S. ethnic groups. Historical, political, and cultural material may be provided as context.

**ENGL 359 | MODERN UNITED STATES FICTION****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Major works in relation to issues in 20th-century U.S. literature and culture. May include novels or short stories by Wharton, Stein, Hemingway, Faulkner, Fitzgerald, Wright, Morrison, or others.

**ENGL 360 | MODERN AND CONTEMPORARY POETRY****Units: 3 Repeatability: No**

A selection of poets from early modernists to the present. May include works by Yeats, Stein, Eliot, Stevens, Hughes, Brooks, Rukeyser, Sexton, Yau, or others.

**ENGL 362 | MODERN AND CONTEMPORARY DRAMA****Units: 3 Repeatability: No**

A study of selected plays from the past 125 years. Playwrights may include Ibsen, Chekhov, Shaw, Brecht, O'Neill, Churchill, Mamet, August Wilson, or others.

**ENGL 363 | GLOBAL STUDIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

**Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Global Diversity level 1**

Studies in literatures from across the globe, with a focus on political and social contexts.

**ENGL 364 | GLOBAL LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Global Diversity level 2**

Engaging with issues of diversity and social justice in a global context, this course examines literature and other cultural forms and media from various geographic regions, including Africa, South Asia, the Asia-Pacific, Latin America, and the Caribbean.

**ENGL 366 | MODERN AND CONTEMPORARY EUROPEAN LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Readings may include works in translation by Chekhov, Dostoevsky, Kafka, Colette, Tsvetayeva, Camus, Levi, Duras, Handke, Bernhard, Perec, Jelinek, Drndic or others.



**ENGL 367 | LONDON PLAYS IN PRODUCTION****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Literary Inquiry area**

ENGL 367/THEA 367 is an interdisciplinary course taught in London by one faculty member from English and one from Theatre. It will introduce students to the wide diversity of London theatre in what is arguably the theatre capital of the English-speaking world. Students will read a variety of scripts and see a range of productions in an assortment of venues. In addition, students will participate in field trips designed to provide background, history and context for their theatre experience. Class discussion, two essays, field trips, the integrative core project and the final exam will underscore the interdisciplinary and integrative focus of our study. Students enrolled in ENGL 367 will satisfy core requirements for Literary Inquiry and Advanced Integration. Students enrolled in THEA 367 will satisfy core requirements for Artistic Inquiry and Advanced Integration.

**ENGL 368 | MODERN AND CONTEMPORARY BRITISH LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Major works in relation to issues in 20th-century British literature and culture. Writers may include Conrad, Lawrence, Joyce, Forster, Woolf, Shaw, Auden, Lessing, or others.

**ENGL 370 | MODERN AND CONTEMPORARY FICTION****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Studies in selected works of recent fiction from around the world.

**ENGL 372 | FILM STUDIES****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area**

Aspects of film as narrative are considered. Topics may include film genres (the silents and early talkies, historical dramas, film noir, cinéma vérité), cinematic adaptation of literary texts, film theory, and the history of film.

**ENGL 374 | GENDER AND LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Studies in the social and cultural construction of gender in literature and literary theory, as well as the impact of gender on the formation of literary canons.

**ENGL 375 | INTRODUCTION TO CREATIVE WRITING****Units: 3**

A workshop on imaginative writing, with examples drawn from literature.

**ENGL 377 | DEVELOPMENT OF THE ENGLISH LANGUAGE****Units: 3 Repeatability: No**

Studies in the phonology, morphology, syntax, semantics, and pragmatics of the English language; synchronic and diachronic variation; current theories of the grammar of English; theories of language acquisition and contact. Required of teacher credential candidates.

**ENGL 381 | INTERMEDIATE POETRY WRITING****Units: 3 Repeatability: No**

Prerequisites: ENGL 301

Workshop in poetry writing with examples drawn from literature.

**ENGL 382 | INTERMEDIATE FICTION WRITING****Units: 3 Repeatability: No**

Prerequisites: ENGL 301

Workshop in fiction writing, especially the short story, with examples drawn from literature.

**ENGL 383 | INTERMEDIATE CREATIVE NONFICTION WRITING****Units: 3 Repeatability: No**

Prerequisites: ENGL 301

Workshop in creative nonfiction writing, with examples drawn from literature.

**ENGL 385 | TOPICS IN CREATIVE WRITING****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ENGL 301

Workshop discussion and analysis of student poetry, fiction, or drama (including screenwriting).

**ENGL 397 | ADVANCED INTEGRATION IN ENGLISH****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced Integration****Non-Core Attributes: Undergraduate Research**

Cross-listed, inter-disciplinary team-taught offerings that are approved as INST courses and treat a special topic, genre, or author. See departmental list of course offerings each semester.

**ENGL 401 | ADVANCED POETRY WRITING****Units: 3 Repeatability: No**

Prerequisites: ENGL 381

Investigates and hones the craft of poetry.

**ENGL 402 | ADVANCED FICTION WRITING****Units: 3 Repeatability: No**

Prerequisites: ENGL 382

Workshop to discuss recently published short fiction and students' stories.

**ENGL 403 | ADVANCED CREATIVE NONFICTION WRITING****Units: 3 Repeatability: No**

Prerequisites: ENGL 383

Workshop to discuss published creative nonfiction writing and students' own work.

**ENGL 410 | ADVANCED WRITING IN THE ENGLISH MAJOR****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced writing competency**

Prerequisites: ENGL 260

Fulfills the Core requirement for Advanced Writing, with attention to the literary and scholarly skills needed in the English Major. Students practice all phases of writing, including research, invention, drafting, revision and editing. Topics vary. Required for English Majors.

**ENGL 420 | ADVANCED STUDIES IN SHAKESPEARE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ENGL 240 (Can be taken Concurrently)

Further study of some aspect of Shakespeare's work: particular plays, genres, themes, etc. Topic varies. Spring semester.

**ENGL 492 | SOUTHEAST SAN DIEGO TUTORING PROGRAM****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Practical experience tutoring students in low-income schools, grades K-8. Open to all USD students, regardless of major. Offered every semester for one to three units.

**ENGL 493 | WRITING CENTER TUTOR****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Theory and practice for Writing Center tutors. Consent of Writing Center director required. Every semester.

**ENGL 494 | SPECIAL TOPICS****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Courses that treat a special topic, genre, or author. See departmental list of course offerings each semester.

**ENGL 495 | SENIOR PROJECT****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ENGL 260

A capstone course designed to help seniors produce an original research project. Addresses research methods, critical thinking, and writing process. Recommended for students planning on graduate work.

**ENGL 496 | RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students participate in ongoing research projects and publications, under the guidance of English faculty. Current projects include: The Tudor Plays Project and The Alcalá Review. See faculty for more information.

**ENGL 497 | SENIOR PROJECT WITH ADVANCED INTEGRATION****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced Integration**

A capstone course designed to help seniors produce an original research project. Addresses interdisciplinary research methods, critical thinking, and writing process. Recommended for students planning on graduate work.

**ENGL 498 | INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Internship opportunities in the workplace or community involving writing or reading may taken for credit, with the oversight of English faculty. For more information, and for assistance finding an internship, see the English Department website.

**ENGL 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Arranged with the consent of a faculty advisor and the department chair. Restricted to upper division English majors or students who have completed at least one upper division literature course.

## Entrepreneurship

**ENTR 101 | CREATING AND GROWING SUSTAINABLE VENTURES****Units: 3 Repeatability: No**

This course focuses on introducing undergraduate students on how to create new sustainable ventures that maximize value for all their stakeholders, as well as, how to scale and grow them once they have been founded. The course will include some personal exploration of entrepreneurial mindset and skills, exploration of career interests as well as provide an understanding of the key aspects of business creation and growth. The major themes addressed are: (a) introduction to entrepreneurship and business disciplines (b) major selection, (b) career preparation, (c) entrepreneurial thinking and practice (d) working in teams (e) communication (f) business ethics.

**ENTR 302 | FAMILY BUSINESS****Units: 3 Repeatability: No**

Prerequisites: MGMT 300

Family-owned businesses make up as much as 80 percent of all U.S. businesses, including 175 of the Fortune 500. They face different challenges than their non-family-owned peers. This course discusses ways in which family-owned businesses are unique, stressing some of the special challenges they face, such as: grooming a management successor from within the family; implementing an estate plan to pass ownership of the business to the proper individuals while avoiding our confiscatorial estate tax; techniques for resolving family conflicts that erupt in the business and business conflicts that threaten to destroy the family; setting fair compensation for family members and non-family employees; and motivating non-family employees to support the family's goals. Family business is a cross-functional, multi-disciplinary study which includes aspects of management, communications and conflict resolution, law, estate planning, accounting and taxation, and family counseling. (This is equivalent to MGMT 302.).

**ENTR 304 | ENTREPRENEURSHIP AND NEW VENTURES****Units: 3 Repeatability: No**

An examination of the problems and processes for launching and/or purchasing business ventures. Topics include the nature and role of the entrepreneur, identifying and assessing potential opportunities for new ventures, structuring and staffing the new venture, preparing the business plan, attracting venture capital, and dealing with key legal issues. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites. (This course is equivalent to MGMT 304.).

**ENTR 308 | SMALL BUSINESS MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and MGMT 300 and MKTG 300

Application of the basic business disciplines to the small business environment. Examines both growth-oriented small firms on the way to becoming large firms and small, income-substitution firms. Issues include: managing to provide for the survival and growth of the small business; how smallness influences management processes such as recruitment and motivation of employees; and how smallness influences marketing, finance, operations, and other functional areas within the small firm. (Course is equivalent to MGMT 308.).

**ENTR 310 | INNOVATION AND DESIGN THINKING****Units: 3 Repeatability: No**

Teaches an iterative problem solving process of discovery, ideation, and experimentation using design-based techniques. Students develop insights and innovative solutions for diverse issues in business and public management. Introduces innovation and entrepreneurship. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites. (Course is equivalent to MGMT 310.).

**ENTR 312 | GLOBAL SOCIAL ENTREPRENEURSHIP****Units: 3 Repeatability: No**

Prerequisites: MGMT 300

Global social entrepreneurship is about how to frame problems and devise solutions for the world's most pressing challenges. Through experiential learning and case discussion, students will acquire knowledge and capabilities for the creation of social ventures. The course invites exploration of social innovations that have transformed the world. Students will learn how to combine business and management skills with imagination, passion, empathy and courage to effectively tackle social problems. (Course is equivalent to MGMT 312.).

**ENTR 320 | EMERGING TRENDS IN ENTREPRENEURSHIP****Units: 3 Repeatability: No**

The objective of this course is to introduce students to the many current issues and trends in entrepreneurship today. Successful entrepreneurs, legal experts, financiers, technology experts, and consultants are invited to class so that students can hear from them first-hand to explore what lies on the entrepreneurial horizon. This class also provides excellent networking opportunities. Upon completion of the course, students will have insights into the current trends, opportunities, and challenges of entrepreneurship. Note: Students are eligible to register for this course after successfully completing 45 units.

**ENTR 333 | TORERO VENTURES LAB****Units: 3 Repeatability: No**

Prerequisites: MGMT 300

The purpose of the Torero Ventures Lab is to provide real-world, hands-on learning to enable students to start their own sustainable ventures. The course is experiential in nature where students work in teams to bring their ideas into reality by working with customers, mentors, investors, partners, and other key stakeholders. Students will learn to confront the ambiguity, uncertainty, and the messiness inherent in the startup process, and navigate these to bring their ideas one step closer to the launch stage. In this course through a combination of lectures, interaction with potential customers and investors, live case studies, and readings, students will be able to create a sustainable business model for their new ventures, understand the concepts of customer discovery and prototyping, identify key practices involved in founding a startup, work in interdisciplinary teams to understand how to build and work in startup teams and learn from failures to develop a workable business model. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites. (Course is equivalent to MGMT 333.).

## Environmental & Ocean Sciences (EOSC)

**EOSC 101 | EXPLORING OCEANOGRAPHY****Units: 3 Repeatability: No****Non-Core Attributes: Lab**

The chemistry and physics of sea water, its circulation and physical properties; tides; currents; waves; and shoreline processes will be studied. The topography and geology of the ocean basin and the distribution and nature of marine sediments will also be studied. This course will not satisfy the requirements of the environmental and ocean science major or minor. Two lectures and one laboratory or field experience per week; may be taught without laboratory.

**EOSC 104 | NATURAL DISASTERS****Units: 3 Repeatability: No**

This course will give students an introduction to the earth and the dynamic natural processes that impact humanity and life in general. Man and nature are becoming increasingly intertwined as the human race continues to proliferate. This course will emphasize the fundamental scientific principles and processes related to natural disasters such as earthquakes, volcanic eruptions, landslides, severe weather, hurricanes, meteorite impacts, and climate change. Historic catastrophes will be emphasized. Every semester.

**EOSC 104L | NATURAL DISASTERS LAB****Units: 1 Repeatability: No****Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area****Non-Core Attributes: Lab**

Corequisites: EOSC 104

This laboratory course will introduce students to skills and methods used to study natural disasters. Students will learn to identify rocks and minerals, employ map skills to study faults, coastal erosion, landslides, flooding, and other natural hazards, and interpret meteorological and climate data. Natural hazards in San Diego will be examined through local field trips. This course has a mandatory weekend field trip.

**EOSC 105 | NATURAL DISASTERS WITH LAB****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp, Science/Tech Inquiry area**

This course will give students an introduction to the earth and the dynamic natural processes that impact humanity and life in general. Man and nature are becoming increasingly intertwined as the human race continues to proliferate. This course will emphasize the fundamental scientific principles and processes related to natural disasters such as earthquakes, volcanic eruptions, landslides, severe weather, hurricanes, meteorite impacts, and climate change. Historic catastrophes will be emphasized. This course includes a weekly lab, in which students will learn to identify rocks and minerals, employ map skills to study faults, coastal erosion, landslides, flooding, and other natural hazards, and interpret meteorological and climate data. Natural hazards in San Diego will be examined through local field trips. This course has a mandatory weekend field trip.

**EOSC 109 | INTRODUCTION TO PHYSICAL GEOGRAPHY****Units: 4 Repeatability: No**

An introductory course to give students a comprehensive overview of the Earth and its component systems. The emphasis of this course is the interactions among the atmosphere, lithosphere, hydrosphere, and biosphere. Various global environmental issues also will be examined from the perspective of physical geography. Three lectures and one laboratory per week and some field experience, which may include an overnight trip.

**EOSC 110 | INTRODUCTION TO GEOSCIENCES****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Quantitative reasoning comp, Science/Tech Inquiry area****Non-Core Attributes: Lab**

The objective of this course is to give students an introduction to planet Earth and the physical processes that operate inside solid Earth and on the surface. Topics include plate tectonics, earthquakes, volcanoes, Earth history, and mass extinction events. The geosphere (solid Earth) will be the focus, however, the atmosphere and hydrosphere are a critical connection. The study of planet Earth requires an interdisciplinary approach, and the geosciences have never been more critical to society than they are today. Making observations in the field is an integral component of geoscience so field trips are always a part of this course, which may include an overnight trip.

**EOSC 111 | GEOSCIENCES ABROAD****Units: 4 Repeatability: No****Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area****Non-Core Attributes: International, Lab**

Geoscience is the study of Earth's structure, its formation and evolution through time, the processes that shape its surface, and its interaction with humans. Geoscientists address critical issues such as mineral resources, water quality, natural hazards, energy, and climate. This course is a 4-unit lab course for non-majors, set outside of the United States. Students will be exposed to the fundamental concepts in geoscience, which are then applied in the field. Depending on the location of the study abroad course and the local geology, some concepts may be emphasized more than others, e.g., in Australia you may study the oldest rocks on the planet, in Nepal you may study the role of flooding in landscape formation. Students should be prepared to spend multiple hours outside, under varying weather conditions, and sometimes covering several miles of easy-moderate hiking.

**EOSC 112 | ECOLOGY AND ENVIRONMENTAL BIOLOGY****Units: 3-4****Non-Core Attributes: Lab**

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics include the ecosystem concept, population growth and regulation, and our modification of the environment. Two lectures per week and one laboratory every other week. Laboratory will include field trips, one of which will be an overnight trip to the desert. This course satisfies the core curriculum requirement for a life science and a laboratory. Cross-listed as BIOL 112. Every semester.

**EOSC 116 | EARTH AND LIFE SCIENCE FOR EDUCATORS****Units: 3 Repeatability: No**

A laboratory/lecture/discussion class in the general concepts of earth science and life science for Liberal Studies majors. The course topics are selected to satisfy the earth and life science specifications for the science content standards for California Public Schools and the Multiple Subject Teaching Credential. Laboratory activities and field trips will provide experience with selected principles and relate them to suggested teaching practice at the K-8 grade level. Two two-hour laboratory sessions per week. Spring semester.

**EOSC 121 | LIFE IN THE OCEAN****Units: 4 Repeatability: No****Core Attributes: Science/Tech Inquiry area****Non-Core Attributes: Lab**

An introduction to the organisms in the ocean, including their phylogenetic and ecological interrelationships. Biological principles and processes that are basic to all forms of life in the ocean will be stressed. This course will satisfy the core curriculum requirement for science and technology inquiry area. This course will not satisfy the requirements of the environmental and ocean sciences major or minor. Three hours of lecture and one laboratory per week. Every semester.

**EOSC 123 | ORGANISMS AND ECOSYSTEMS****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area****Non-Core Attributes: Lab**

An introduction to organisms and environmental biology from an ecological perspective. Students will learn about fundamental principles of ecology, in addition to major groups of organisms and how the two are related. This is a required course for all Environmental and Ocean Sciences majors. Three hours of lecture and one laboratory per week.

**EOSC 170 | THE SCIENCE OF CLIMATE CHANGE****Units: 3 Repeatability: No**

An introduction to the earth's climate system and the science of climate change. The course will first cover the following topics: introduction to earth-system science and the components of the climate system; atmospheric composition, energy balance, and circulation; the hydrologic cycle; methods to collect climate data; natural climate change in the geologic past and 20th century warming. With this foundation students will examine the scientific basis of anthropogenic global warming and the potential impacts of future climate change. This course may include a field trip outside of class time.

**EOSC 220 | INTRODUCTION TO ATMOSPHERIC AND OCEAN SCIENCES****Units: 4 Repeatability: No**

Prerequisites: (MATH 115 or MATH 130 or MATH 150 or MATH 151) and ((EOSC 104 (Can be taken Concurrently) and EOSC 104L (Can be taken Concurrently)) or EOSC 105 (Can be taken Concurrently) or EOSC 110 (Can be taken Concurrently)) and (CHEM 151 (Can be taken Concurrently) and CHEM 151L (Can be taken Concurrently))

An introduction to the physical and chemical processes of Earth's atmosphere and ocean. Topics include the composition and structure of the atmosphere and ocean, chemistry and physics of seawater, atmospheric circulation, air-sea interactions, climate and weather, ocean circulation, waves, tides, and shoreline processes. This course is intended for students majoring or minoring in environmental and ocean sciences. Three hours of lecture and one laboratory per week. Every semester.

**EOSC 222 | ENVIRONMENTAL DATA ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: EOSC 123 and ((EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110) and (MATH 115 or MATH 130 or MATH 150 or MATH 151)

This course will provide an introduction to the fundamentals of experimental design and quantitative analysis of data in environmental sciences. Students will learn to form and test hypotheses through the lens of Environmental and Ocean Sciences using a number of basic statistical tests, including t-tests, ANOVA, linear regression, correlation, and non-parametric statistics. Specialized statistics may be covered in later class meetings. Students will learn the basics of using R to analyze data. This is a required course for all Environmental and Ocean Sciences majors. Three hours of lecture per week.

**EOSC 294 | SPECIAL TOPICS IN ENVIRONMENTAL AND OCEAN SCIENCES****Units: 2-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity at the Lower-Division Level.

**EOSC 300 | ENVIRONMENTAL ISSUES****Units: 3 Repeatability: No**

Prerequisites: ((EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110) and EOSC 123

This course is a consideration of environmental problems that confront our society today. By looking at controversial environmental issues, students will be encouraged to distinguish political interests and emotional hyperbole from scientific facts; furthermore, students will be presented examples of scientific facts that support different interpretations of an issue. Both environmental resolutions and their social implications will be considered. Three hours of lecture per week.

**EOSC 301 | RESEARCH APPLICATIONS IN ENVIRONMENTAL AND OCEAN SCIENCES****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: (EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110 and EOSC 123 and EOSC 220 and EOSC 222 (Can be taken Concurrently)

Students will be introduced to the research process and common laboratory and field sampling methods in environmental and ocean sciences, as well as the underlying principles and applications of these methods. Students will participate in hypothesis-based, interdisciplinary, hands-on research examining the spatial and temporal variability of biological, chemical, geological and physical factors within local environments. Written and oral scientific communication will be emphasized. Eight hours of combined laboratory, field and lecture per week.



**EOSC 303 | ENVIRONMENTAL ISSUES ABROAD****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 1**

Prerequisites: EOSC 104 or EOSC 105 or EOSC 110 or EOSC 123

This course is a consideration of environmental problems that confront our society today. By looking at controversial environmental issues, students will be encouraged to distinguish political interests and emotional hyperbole from scientific facts; furthermore, students will be presented examples of scientific facts that support different interpretations of an issue. Both environmental resolutions and their social implications will be considered. This course may be taught in various countries outside the US.

**EOSC 305 | ENVIRONMENTAL ASSESSMENT PRACTICES****Units: 3 Repeatability: No**

Prerequisites: (EOSC 104 and EOSC 104L) or EOSC 105 or EOSC 110 and EOSC 123

An interdisciplinary approach to environmental decision making. An introduction to the law relative to environmental impact reports, their contents and development. Three hours of lecture per week.

**EOSC 313 | GEOSPATIAL INFORMATION SYSTEMS FOR ORGANIZATIONS****Units: 3**

Prerequisites: ITMG 100

An introduction to geographic, or geospatial, information systems (GIS) applied to business/organizational decision-making applications. The course includes conceptual knowledge that underlies the spatial dimensions of many decisions and hands-on use of desktop GIS software. Topics include concepts and techniques for managing, analyzing, visualizing, and disseminating spatial information. Application areas include entrepreneurship, marketing, real estate, planning, public safety, transportation, economic development, and international issues.

**EOSC 314 | INTRODUCTION TO MAPS AND SPATIAL DATA ANALYSIS****Units: 4 Repeatability: No**

Prerequisites: (EOSC 104 or EOSC 110 or EOSC 123) and (MATH 115 or MATH 130 or MATH 150 or MATH 151)

Introduces the use of maps as an analytical tool, together with the history, theory, and operation of Geographic Information Systems (GIS). Includes an introduction to maps, data sources, database design, data input, spatial analysis, and map production. Offers valuable preparation for careers in geology, geography, geographic information systems, urban planning, marketing, environmental science, conservation biology, engineering, and numerous other fields. Laboratory exercises will use ArcGIS software. Three hours of lecture and one laboratory per week. Every semester.

**EOSC 340 | MARINE ENVIRONMENT****Units: 3-4**

Prerequisites: (EOSC 104 and EOSC 104L or EOSC 109 or EOSC 110) and (BIOL 221 and BIOL 221L or EOSC 112 or EOSC 121)

A study of how humans threaten the stability of our oceans. Topics include ocean-climate interactions, marine pollution, utilization of marine resources, and marine conservation. Students participate in at least one weekend community service project. Three hours of lecture per week. Fall semester.

**EOSC 350 | INVERTEBRATE ZOOLOGY****Units: 4 Repeatability: No**

Prerequisites: BIOL 305 or EOSC 301W

A survey of the invertebrate animals with emphasis on evolutionary relationships among the groups as expressed by their morphology and physiology. Three hours of lecture and one laboratory weekly.

**EOSC 355 | ENVIRONMENTAL CHEMISTRY****Units: 3**

Prerequisites: CHEM 151 and CHEM 151L and CHEM 152 and CHEM 152L

A survey of the natural environment from a chemist's point of view and the evaluation of chemicals from an environmental point of view. This course is concerned with the chemistry of air, water, soil, and the biosphere in both pristine and polluted states. Pollution prevention and mitigation schemes are considered. Two one-hour lectures and one three-hour lab per week.

**EOSC 361 | ECOLOGICAL COMMUNITIES OF SAN DIEGO COUNTY****Units: 2**

A general survey of the ecological communities of San Diego County will acquaint students with local marine, freshwater, chaparral, and desert habitats. The course is primarily field study, and one overnight trip to the desert will be included. Identification of organisms and their ecological relationships will be stressed. One laboratory per week. Cross-listed as BIOL 361.

**EOSC 364 | CONSERVATION BIOLOGY****Units: 4**

Prerequisites: BIOL 190 and BIOL 221 and BIOL 221L and BIOL 225 and BIOL 225L and BIOL 300

This course focuses on the history of conservation awareness, theory, and practice. Lectures address conservation biology from a historical perspective; readings and discussion are directed toward both classic and current literature. Student presentations will be expected. Weekend field trips may be required. Three hours of lecture and one laboratory per week. Spring semester.

**EOSC 400 | TOPICS IN ECOLOGY****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity in ecology.

**EOSC 401 | TOPICS IN ENVIRONMENTAL BIOLOGY****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity in environmental biology.

**EOSC 402 | TOPICS IN MARINE GEO/PHYSICAL/CHEMICAL SCIENCE****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity in marine geo/physical/chemical science.

**EOSC 403 | TOPICS IN GEO/PHYSICAL/CHEMICAL SCIENCE****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity in geo/physical/chemical science.

**EOSC 404 | TOPICS IN ENVIRONMENTAL STUDIES****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity in environmental studies.

**EOSC 405 | TOPICS IN INTERDISCIPLINARY ENVIRONMENTAL BIOLOGY/STUDIES****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity in interdisciplinary environmental biology and studies.

**EOSC 406 | TOPICS IN INTERDISCIPLINARY ENVIRONMENTAL SCIENCE****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Topics of special interest and/or unique opportunity in interdisciplinary environmental science.

**EOSC 415 | GEOGRAPHIC INFORMATION SYSTEMS****Units: 4 Repeatability: No**

Prerequisites: EOSC 313 or EOSC 314

Expands on EOSC 314 (Maps and Spatial Data) and includes more advanced GIS functions and applications using a project-based approach. Fundamental topics include spatial analysis, geostatistical analysis, 3-D modeling, and project development and implementation. Laboratory exercises will use ArcGIS software. This course combines lecture and laboratory work in two meetings per week. Every other spring semester.

**EOSC 420 | INTRODUCTION TO REMOTE SENSING****Units: 4 Repeatability: No**

Prerequisites: EOSC 313 or EOSC 314

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

**EOSC 430 | HUMAN IMPACTS ON THE COASTAL ENVIRONMENT WITH LAB****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)

Coastal environments are under increasing pressure from growing human populations. Development, climate change, pollution and exploitation of marine resources have resulted in declining environmental quality in nearshore areas. In this class, we will (1) examine structure and function of coastal systems, (2) how human activities and development have impacted these environments, and (3) when applicable discuss potential remedies to environmental degradation. Laboratory projects will have both field and laboratory components and will examine the impacts of coastal pollution in San Diego. Students may not receive credit for taking both EOSC 430 and EOSC 431.

**EOSC 431 | HUMAN IMPACTS ON THE COASTAL ENVIRONMENT****Units: 3 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently)

Coastal environments are under increasing pressure from growing human populations. Development, climate change, pollution and exploitation of marine resources have resulted in declining environmental quality in nearshore areas. In this class, we will (1) examine the structure and function of coastal systems, (2) how human activities and development have impacted these environments, and (3) when applicable discuss potential remedies to environmental degradation. Students may not receive credit for taking both EOSC 430 and EOSC 431.

**EOSC 433 | PLANKTON ECOLOGY****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and (EOSC 301W (Can be taken Concurrently) or EOSC 301 (Can be taken Concurrently)) and (MATH 150 or MATH 151)

This course is a study of the fundamental processes in plankton ecology from the perspective of how individual plankton interact with each other and their environment. Throughout the course, students will gain intuition about life in the plankton by incorporating an understanding of both the biology of the organisms and their physical environment. In addition to lecture, the course includes lab activities, reading and discussing peer-reviewed scientific articles, and completing group and individual assignments.

**EOSC 434 | WETLANDS ECOLOGY WITH LAB****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and (EOSC 301W (Can be taken Concurrently) or EOSC 301 (Can be taken Concurrently))

A comprehensive look at wetland ecology and management. Focuses on physical, biogeochemical, and ecological aspects of major wetland ecosystems with an emphasis on local urban wetlands. Also includes wetland management concepts and approaches worldwide. This course includes a weekly lab. Students may not receive credit for taking both EOSC 434 and EOSC 435.

**EOSC 435 | WETLANDS ECOLOGY****Units: 3 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and (EOSC 301W (Can be taken Concurrently) or EOSC 301 (Can be taken Concurrently))

A comprehensive look at wetland ecology and management. Focuses on physical, biogeochemical, and ecological aspects of major wetland ecosystems with an emphasis on local urban wetlands. Also includes wetland management concepts and approaches worldwide. Students may not receive credit for taking both EOSC 434 and EOSC 435.

**EOSC 436 | MARINE COMMUNITY ECOLOGY WITH LAB****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 or EOSC 303) and EOSC 301

This course is intended to introduce students to the fundamentals of marine community ecology. We will explore the abiotic and biotic factors that structure marine communities, and compare the processes and interactions between marine organisms and their environments in various ecosystems. In lab, students become familiar with various ecological sampling methods and experimental design, and are exposed to the diversity of coastal marine environments in the San Diego area. Students may not receive credit for taking both EOSC 436 and EOSC 437.

**EOSC 437 | MARINE COMMUNITY ECOLOGY****Units: 3 Repeatability: No**

Prerequisites: (EOSC 300 or EOSC 303) and EOSC 301

This course is intended to introduce students to the fundamentals of marine community ecology. We will explore the abiotic and biotic factors that structure marine communities, and compare the processes and interactions between marine organisms and their environments in various ecosystems. Students may not receive credit for taking both EOSC 436 and EOSC 437.

**EOSC 438 | ANIMAL BEHAVIORAL ECOLOGY WITH LAB****Units: 4 Repeatability: No**

Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)

This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. The inquiry-based lab introduces methods commonly used in behavioral ecology and allows students to test their own hypotheses within the framework of prescribed field and laboratory exercises. Students may not receive credit for taking both EOSC 438 and EOSC 439 or for taking both EOSC 438 and PSYC 344. Cross-listed with BIOL 438.

**EOSC 439 | ANIMAL BEHAVIORAL ECOLOGY****Units: 3 Repeatability: No**

Prerequisites: BIOL 300 or BIOL 305 or EOSC 300 (Can be taken Concurrently)

This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. Students may not receive credit for taking both EOSC 439 and EOSC 438 or EOSC 439 and PSYC 344. Cross-listed with BIOL 439.

**EOSC 440 | MATHEMATICAL MODELING IN ECOLOGY****Units: 4 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: MATH 150 and (EOSC 301 or EOSC 301W or BIOL 305)

An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from EOSC 440 and MATH 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both EOSC 440 and MATH 440.

**EOSC 450 | GEOLOGICAL OCEANOGRAPHY****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and (EOSC 301W (Can be taken Concurrently) or EOSC 301 (Can be taken Concurrently))

The origin and geologic history of the ocean basin, with a detailed investigation of the theory of plate tectonics, sedimentation processes in the oceans, and paleoceanography. Three lectures and one laboratory per week; some weekend field trips may be required. (fall semester).

**EOSC 451 | BIOLOGICAL OCEANOGRAPHY****Units: 4 Repeatability: No**

Prerequisites: EOSC 301W or BIOL 309

An integrated study of marine organisms and their environments, stressing ecological, behavioral, and physiological relationships. Near shore, deep sea, and open ocean environments will be covered. A weekend field trip may be required. Three hours of lecture and one laboratory per week. Fall semester.

**EOSC 452 | ENVIRONMENTAL AND OCEAN GEOCHEMISTRY****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and EOSC 301 (Can be taken Concurrently) and CHEM 151 and CHEM 151L

What makes the oceans salty? Why do plankton need dust to survive? Why is arsenic in groundwater considered the worst mass poisoning in human history? Is Fiji Water really pristine? In this course you'll learn how water – oceans, rivers, groundwater – differ in composition and the processes that control their chemistry. We'll trace the journey of water from rain, to rivers, into groundwater, and how water-rock interaction contributes to ocean salinity. What happens when these waters are contaminated? We'll investigate basic soil and water contamination processes caused by environmental processes such as mining, refining ores, and disposal of waste into landfill. The course will focus on metal contamination, both naturally occurring in rocks (mines in San Diego) and anthropogenically influenced (metals in Mission Bay). We'll determine how much contamination is too much, for both organisms and humans, and the possible health effects of exposure to these contaminants.

**EOSC 462 | BIOLOGY OF FISHES****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) and EOSC 301W (Can be taken Concurrently)) or BIOL 305

This course examines the various aspects of ichthyology encompassing the anatomy, physiology, ecology, evolution, ethology, and natural history of fishes. Lab includes techniques of identification and a general survey of fish systematics and zoogeography. Three hours of lecture and one laboratory per week.

**EOSC 465 | MARINE MAMMALS****Units: 3 Repeatability: No**

Prerequisites: EOSC 300 (Can be taken Concurrently) or BIOL 305

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.

**EOSC 473 | CLIMATOLOGY****Units: 4 Repeatability: No**

Prerequisites: EOSC 220 and EOSC 222 and EOSC 300 (Can be taken Concurrently)

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 hours of lecture and one laboratory per week.

**EOSC 474 | HISTORY OF THE EARTH AND CLIMATE WITH LAB****Units: 4 Repeatability: No**

Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)

The objective of this course is to develop a deeper understanding of the history of earth's climate system and interactions of different components of the climate system (lithosphere, hydrosphere/cryosphere, atmosphere, anthrosphere). We will investigate the geologic and historical record of natural climate change and evidence of the mechanisms causing natural climate variability. Our approach will be to examine how scientist's views and our ideas about climate have changed over the past 150 years. Toward the end of the course, we will apply our knowledge of natural climate cycles in the past to investigate the scientific basis for predictions of future climate change. The laboratory will introduce students to methods and techniques used in historical geology and paleoclimatology focusing on the geological history of southern California. The laboratory may include weekend field trips. Students may not receive credit for taking both EOSC 474 and EOSC 475.

**EOSC 475 | HISTORY OF THE EARTH AND CLIMATE****Units: 3 Repeatability: No**

Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)

The objective of this course is to develop a deeper understanding of the history of earth's climate system and interactions of different components of the climate system (lithosphere, hydrosphere/cryosphere, atmosphere, anthrosphere). We will investigate the geologic and historical record of natural climate change and evidence of the mechanisms causing natural climate variability. Our approach will be to examine how scientist's views and our ideas about climate have changed over the past 150 years. Toward the end of the course, we will apply our knowledge of natural climate cycles in the past to investigate the scientific basis for predictions of future climate change. Students may not receive credit for taking both EOSC 474 and EOSC 475.

**EOSC 480 | GEOLOGY AND HUMAN HEALTH****Units: 3 Repeatability: No**

Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)

How much fluoride in groundwater is safe? Why do some women eat dirt when they're pregnant? How do ice cores in Greenland track lead pollution in ancient Rome? Why are some geologic materials safe for human contact whereas the mineral asbestos leads to specific human health problems? What are those health problems? This course examines how naturally occurring geologic materials cycle through soils, water, and food and their potential impact to human health. We will discuss pathways of exposure, such as inhalation of dust from mining operations, contact with soil toxins, and consumption of crops irrigated with contaminated groundwater. Through a series of historical and modern case studies we will learn how well water in southeast Asia has led to the largest mass poisoning in history, the problem faced by local mountain bikers inhaling arsenic-contaminated dust in a local park, and the reason for a cluster of cancer cases in the small town of Hinkley, CA. By the end of this course students will have a solid foundation on the connection between geology and human health.

**EOSC 481 | NATURAL RESOURCES OF DEATH VALLEY****Units: 3 Repeatability: No**

Prerequisites: EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)

One of the hottest locations on Earth, Death Valley is a land of extremes. Extreme heat in the below-sea level basin is contrasted with snow-capped mountains on the surrounding peaks. Vast, dry, swaths of arid, salty landscapes harbor lush oases of hot springs and isolated populations of desert fish. This unique desert landscape was formed by tectonic processes – crustal rifting – and provides the backdrop for two contrasting human interactions with the environment: historic extraction of the natural resources unique to this geologic setting, and its modern-day protective designation as a National Park. How did extraction of metals and borax support settlement in Death Valley? When did the last mine close? How does water, the most fundamental resource required for human survival, influence the landscape and human history of this driest place in the United States? This course explores the interaction between humans and the unique desert environment of Death Valley, CA. We will examine the tectonic processes that produced the modern landscape and climate of Death Valley and how these geologic processes led to the formation of natural resources (metals, borax, gypsum). Surface water and groundwater resources were- and continue to be- an integral component of this desert ecosystem; groundwater feeds hot springs, evaporating rainwater forms salt crystals, and rain events lead to further desert sculpting and disruption to Park infrastructure. This course builds on fundamental principles covered in EOSC 105/110 with an emphasis on the interaction between humans and their environment. A significant amount of time (approximately 5 days) will be spent visiting Death Valley during Spring break, which is a mandatory field trip requirement for this course.

**EOSC 485 | ENVIRONMENTAL GEOLOGY****Units: 4 Repeatability: No**

Prerequisites: CHEM 151 and CHEM 151L and EOSC 300 (Can be taken Concurrently)

This course focuses on the interaction between humans and the geologic environment. We will examine geologic processes responsible for forming a variety of Earth resources, such as ore deposits (e.g., copper minerals) and energy resources (e.g., fossil and nuclear fuels). Anthropogenic extraction, processing, and disposal of these resources, and their impact on the environment, will be investigated. Two Earth resources will be the subject of detailed study: groundwater and soils. An in-depth explanation of processes relating to both (e.g., groundwater flow, water quality, soil composition) will be developed, followed by an investigation of practices used in the monitoring and assessment of anthropogenic contamination of soil and groundwater. This course will help to prepare students for working in academia, government, or as an environmental consultant. Three hours of lecture and one laboratory per week. Some weekend field trips may be required.

**EOSC 487 | SURFACE WATER HYDROLOGY****Units: 4 Repeatability: No**

Prerequisites: EOSC 220 and EOSC 222 and EOSC 300 (Can be taken Concurrently)

A course to cover principles of surface water hydrology and methods to solve hydrologic problems related to urbanization, soil and water conservation, and water resources management. The components of the hydrologic cycle and the concept of water balance will be discussed in detail. This course also will cover various methods of hydrologic computation, the basics of watershed modeling, applications of GIS in hydrology, and issues especially relevant to Southern California. Three hours of lecture and one laboratory per week and some field trips.

**EOSC 488 | GEOMORPHOLOGY****Units: 4 Repeatability: No**

Prerequisites: (EOSC 300 (Can be taken Concurrently) or EOSC 303 (Can be taken Concurrently)) and (EOSC 301W (Can be taken Concurrently) or EOSC 301 (Can be taken Concurrently))

An introduction to geomorphology, the study of landforms and the processes that produce and modify them. Explores how landforms respond to climate change, tectonic forcing, and changes in land use. Addresses common geomorphic processes including weathering, soils, hill slope processes, fluvial processes and landforms, aeolian transport, glacial and periglacial environments, karst, and coastal processes. This course includes a weekly lab.

**EOSC 490 | UNDERGRADUATE LABORATORY ASSISTANT****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Assist laboratory instructor in all aspects of a Environmental and Ocean Sciences laboratory.



**EOSC 492 | ADVANCED RESEARCH SYNTHESIS****Units: 1 Repeatability: No**

Prerequisites: (EOSC 496 or EOSC 498 or EOSC 499) and EOSC 301 (Can be taken Concurrently)

This 1-unit course serves as the synthesis of your research or internship experience in Environmental and Ocean Sciences allowing you to demonstrate mastery of the scientific research process. In this course you will learn how to develop an appropriate research question that can be effectively investigated using tools appropriate to the Environmental and Ocean Sciences. These tools may include data collected through appropriate lab and field methods (e.g., through independent research with faculty, an internship, or a research experience abroad) and/or data mining methods (e.g., finding data from databases or other studies to answer your research question). You will demonstrate mastery of the research process by drawing on previous coursework in Environmental and Ocean Sciences such as EOSC 222 Environmental Data Analysis, EOSC 301 Research Applications in Environmental and Ocean Sciences, and the fundamentals of Environmental and Ocean Sciences as learned in your lower division and elective classes. This course prepares you for your final capstone experience, EOSC 495 Senior Seminar, where you will orally present your work as the culminating experience of your Environmental and Ocean Sciences major.

**EOSC 493 | METHODS IN ENVIRONMENTAL AND OCEAN SCIENCES****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Training and practice in the gathering, analysis, interpretation, and communication of marine scientific data. Designed to extend and integrate the sampling and analytical procedures of marine science. Selected instrumentation and techniques, field experience, and laboratory time will be emphasized. Shipboard experiences, weekend, or extended field trips may be required. Course may be repeated for credit only upon approval of the chair of marine science and environmental studies.

**EOSC 494 | SPECIAL TOPICS: ENVIRONMENTAL AND OCEAN SCIENCES****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Topics of special interest and/or unique opportunity.

**EOSC 495 | SENIOR SEMINAR****Units: 1 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: EOSC 492

The objective of Senior Seminar is to learn the basic techniques for making a professional presentation in Environmental and Ocean Sciences. Students will work closely with their instructor to put together a poster presentation on a topic of their choice that reflects their major pathway. Each student will present their final poster to the public during a formal poster session. Lecturing will be minimal. Additional smaller assignments throughout the semester will help students develop skills related to communicating scientific information. Enrollment for credit is limited to, and required of, all senior students majoring in Environmental and Ocean Sciences. Restricted to EOSC Concentrations (All Pathways).

**EOSC 496 | RESEARCH****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Students develop and/or assist in research projects in various fields of environmental studies under the supervision of a faculty member in Environmental and Ocean Sciences Studies.

**EOSC 498 | INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Experience in the practical and experimental application of environmental and ocean sciences. Students will be involved in projects conducted by researchers, agencies and institutions outside the university, such as state parks, government agencies, research facilities, or environmental industries. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. The department internship coordinator should be consulted before beginning an internship. Taking one unit in two or more consecutive semesters is recommended, but variations can be arranged in advance with the Internship instructor or the chair of Environmental and Ocean Sciences. A maximum of three internship units can be earned toward fulfillment of the requirements of the major. Every semester.

**EOSC 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Independent study designed for individual student needs.

## Ethics & the Law (ETLW)

**ETLW 294 | SPECIAL TOPICS IN ETHICS & LAW****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in ethics and law. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ETLW 302 | BUSINESS AND SOCIETY****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

This course examines principles of social responsibility, ethics, law, and stakeholder theory as they apply to organizations domestically and abroad. Coverage includes business ethics; individual versus societal interests; labor and employment issues; consumer protection; discrimination and diversity; the natural environment; politics, public policy, and government regulation of business. Particular attention is given to developing moral reasoning skills. Meets the requirements for the Environmental Studies minor.

**ETLW 311 | BUSINESS LAW I****Units: 3 Repeatability: No**

Covers the fundamentals of United States law and legal system, relationship of law to ethics, criminal law, torts, contracts, agency, risk management, insurance, and hiring and managing an attorney. Special emphasis is given to preventing legal problems and resolving conflicts in business for business practitioners. Systems and methods of dispute resolution are considered, including negotiation, mediation, arbitration, and the U.S. judicial system, including small claims court.

**ETLW 312 | BUSINESS LAW II****Units: 3**

Prerequisites: ETLW 311

Continued study of the legal environment of business, including such topics as creation, operation, and termination of partnerships and corporations, sale of goods, and negotiable instruments. Case study.

**ETLW 313 | INTERNATIONAL BUSINESS LAW AND ETHICS****Units: 3**

Global issues permeate the business environment. As international business transactions increase, so does the need for an understanding of how international law governs such transactions. What does the international legal system look like? What international institutions come into play and what is their role? What law applies and how is it enforced? How do businesses conduct themselves in the global marketplace, and how should they? This course will explore these issues and more, including various ways in which ethical, cultural, and political forces influence international business. Teaching methods include lecture, case studies, class discussion and debate.

**ETLW 403 | ENVIRONMENTAL MANAGEMENT****Units: 3**

This course analyzes the effect of business activities on the environment. Environmental public policies are examined, as well as selected corporate environmental policies. The course addresses a myriad of questions, such as: Is there an inherent conflict between business profits and environmental protection? Can humans conduct business without harming the environment? What are the environmental consequences if the developing world reaches the same level of consumption as the developed world? Should the developed world reduce its level of consumption? Does the developed world have an obligation to the undeveloped world? If so, what is it? What is the meaning of sustainable economic growth? How is sustainable economic growth achieved? Meets the requirements for the Environmental Studies minor.

**ETLW 494 | SPECIAL TOPICS IN ETHICS & LAW****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An in-depth analysis of selected topics in ethics & law. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ETLW 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of ethics and law under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**ETLW 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

## Ethnic Studies (ETHN)

**ETHN 100 | INTRO TO ETHNIC STUDIES****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area, Domestic Diversity level 1**

A course that introduces students to the interdisciplinary field of Ethnic Studies. Using a comparative and historical perspective, students will examine the languages, family structures, spiritual traditions, economic and social issues, political aspirations, and values of diverse groups within the United States. Emphasis will be on African-Americans, Asian/Pacific Islanders, Chicanos/Latinos, and Native Americans, but other groups are also discussed. Students may not receive credit for taking both ETHN 100D and ETHN 100.

**ETHN 220 | INTRODUCTION TO AFRICAN-AMERICAN STUDIES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

A survey course on the interdisciplinary field of African-American Studies. Students will learn basics of African-American history and culture in order to understand contemporary problems and conditions facing African-Americans. Banner equivalent to ETHN 220D. Students may not receive credit for completing both ETHN 220D and 220.

**ETHN 230 | INTRODUCTION TO AMERICAN INDIAN STUDIES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

This course introduces students to the field of American Indian Studies. Students engage scholarly work, film, popular press texts, and attend community events to learn about American Indian people and the current and historical forces that shape modern-day realities for American Indians. Banner equivalent to ETHN 230D. Students may not receive credit for taking both ETHN 230D and ETHN 230.

**ETHN 240 | INTRODUCTION TO CHICANO/LATINO STUDIES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

This course is an introductory survey of the field of Chicano/Latino Studies. Emphasis is placed on the historical development of the Chicano/Latino people including their Mesoamerican roots, cultural identification, political activities, and their contemporary roles and influence in United States culture, society and economy. Banner equivalent to ETHN 240D. Students may not receive credit for taking both ETHN 240D and ETHN 240.

**ETHN 250 | INTRODUCTION TO ASIAN AMERICAN STUDIES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

A survey course on the interdisciplinary field of Asian American Studies. Students will learn basics of Asian American history, literature, and culture to understand historical and contemporary problems and conditions facing Asian Americans. Banner equivalent to ETHN 250D. Students may not receive credit for taking both ETHN 250D and ETHN 250.

**ETHN 294 | SPECIAL TOPICS IN ETHNIC STUDIES****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An in-depth analysis of selected contemporary and special topics in ethnic studies at the lower division with specific course content to be determined by particular interest and expertise of instructor and students. May be repeated for credit with different course content. (Offered on demand).

**ETHN 321C | AFRICAN AMERICAN PANETHNICITY****Units: 3****Non-Core Attributes: Community Engagement, Diversity-Pre F17 CORE**

Panethnicity in the United States is the process in which people from varying cultural backgrounds and diverse ethnicities come to occupy larger-scale group identities based on racial classification. African-American communities and identities have historically been panethnic, comprised of individuals from various ethnic groups and migration histories complete with different languages, traditions, religions, and cultures. This course examines the intra-racial dynamics of African-American panethnic communities and identities in theoretical, historical, and community-based terms. Special emphasis will be given to engagement with community members around USD through guest speakers and involvement in community events.

**ETHN 322 | AFRICAN AMERICAN CIVIL RIGHTS****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course examines African-American perspectives on civil rights in the United States foregrounding local, national, and international American cultural politics, race dynamics, and power. Utilizing interdisciplinary approaches of literature, political science, sociology, and history, we will survey the twentieth century Golden Age of civil rights and examine the state of African-American social justice activism today.

**ETHN 323 | AFRICAN AMERICAN MUSIC AND CULTURE****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course provides a historically grounded investigation of African-American music and culture with specific emphasis on the United States and African Diaspora in the Americas. Topics of study may include an overview of the study of African-American music; problems in defining, theorizing, and talking about black music; black music and the cultural politics of race, class, and gender; and exploration of the various musical genres and styles (i.e. spirituals, gospel, blues, “art” music, jazz, and hip hop) that impact other aspects of African-American expressive culture — art, religion/spirituality, aesthetics, and worldview.

**ETHN 331 | GENDER IN NATIVE AMERICA****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course examines gender as a social institution and its implications at both the micro (personal) and macro (societal) levels. Social, political, and historical implications for the intersections of racialized, classed, and gendered identities will be critiqued. Special attention will be paid to gender and traditional indigenous cultures and how gender relations and formations change within a colonial (historic and contemporary) U.S. context.

**ETHN 332 | AMERICAN INDIAN HEALTH AND SPIRITUALITY****Units: 3 Repeatability: No**

This class examines indigenous conceptions of health and spirituality. The theory of historical trauma and the concept of soul wound are especially important analytical tools. Students in this course will ask and answer the following question: how do culture, history, and social problems influence one’s health and spirituality? Students will study the influence of the social institutions of education, religion, and the economy as indigenous peoples continue to shape the meaning of wellness in their lives. Varying traditions of healing will be examined, including the role of sacred foods in healing processes.

**ETHN 333 | INDIGENOUS DECOLONIZATION****Units: 3**

Indigenous studies scholars use the term “decolonization” to analyze the ways in which Indigenous peoples and their allies are using traditional Indigenous cultural teachings to advocate for social change within their communities and broader society. Key to this decolonizing framework is the idea that Indigenous cultural revitalization can help Indigenous communities protect their minds, bodies, and lands so that healthy Indigenous communities can be restored. In this class we will discuss definitions of decolonization and examine the ways in which Indigenous communities have used the term to guide their own cultural revitalization work across diverse settings such as: Maori and Hawaiian language nests, Indigenous museums, Indigenous cultural expression, and American Indian/Alaska Native legal studies.

**ETHN 343 | CHICANO SAN DIEGO****Units: 3 Repeatability: No**

This course explores Chicano/Latino experiences in San Diego and the U.S. Borderlands. It examines how racial and ethnic identities are shaped by historical, political, economic, cultural, sacred, and linguistic dimensions that inform Chicano/Latino cultures and communities.

**ETHN 355 | ASIAN AMERICAN SOCIAL MOVEMENTS****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course examines Asian American social movements from the 19th century to the present. Students will learn about the theories and practices that shaped Asian American activism and community organizing.

**ETHN 360 | RACE, RELIGION AND SOCIAL JUSTICE****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course examines the relationship between issues of social justice, race, and the role of religion (the sacred) in guiding us toward a more just and humane society.

**ETHN 361 | IMMIGRATION AT US-MEXICO BORDER: ETHNICITY, RACE & GENDER****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

In this course we will look at the United States-Mexico border as a scenario for emerging and contested ethnic, racial and gender identities. Drawing on the experiences of the distinct ethnic and racial groups that came to inhabit the area -- namely Native Americans, Spaniards, Mexicans, Anglo Americans, African-Americans and Asians.

**ETHN 362 | ETHNICITY AND CINEMA****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course uses a comparative, analytical, and critical approach to the study of ethnicity and to the relationship between cinematic representations and the experiences of racialized communities. The course includes examination of multiple dimensions of media stereotypes, film history and theory, and the ways filmmakers of various ethnic and national backgrounds respond to and through mainstream cinemas. Students to engage in film analysis that is informed by an understanding of the politics of representation and the historically situated conditions of cinematic production.

**ETHN 363 | RACE AND U.S. SOCIAL MOVEMENTS****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course examines the relationship between race and social movements in the United States. Students will learn about how communities of color have organized grassroots movements for social, economic, and political equity.

**ETHN 364 | RACE, CLASS AND GENDER****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course examines the intersectionality of race, class, gender, and sexuality. Students will learn how communities of color are structured by these categories of difference and how they have generated expansive identities, cultures, and epistemologies from them.

**ETHN 365 | U.S. WOMEN OF COLOR THEORY AND ACTIVISM****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This interdisciplinary course traces the development of US Women of Color feminist theory and its impact on contemporary grassroots activism and social movements.

**ETHN 366 | RACE AND PERFORMANCE****Units: 3****Non-Core Attributes: Diversity-Pre F17 CORE**

This course provides grounding in performance theory and comparative ethnic studies. Performance analysis offers a powerful interpretive framework for engaging the social construction, fluidity, and hybridity of identities, and the tactics and strategies of social change. Students will develop skills in decoding meanings produced by racialized bodies and acts in staged contexts, as well as the construction of race and identity through “performances” in everyday life.

**ETHN 367 | RACE AND GLOBALIZATION****Units: 3****Core Attributes: Global Diversity level 2**

This course offers a transnational perspective to the study of race, colonialism, power, society, and social justice. Investigating issues of global migration, labor, neoliberal economics, and national security, it both contextualizes and challenges popular understandings of globalization.

**ETHN 494 | SPECIAL TOPICS IN ETHNIC STUDIES****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

An in-depth analysis of selected contemporary and special topics in ethnic studies, with specific course content to be determined by particular interest and expertise of instructor and students. May be repeated for credit with different course content. (Offered on demand).

**ETHN 495 | CAPSTONE SEMINAR****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Advanced Integration****Non-Core Attributes: Community Engagement**

A seminar devoted to advanced study in the field. Students will conduct community-based research, applying theoretical perspectives to experiences with various local groups, organizations, collectives, or neighborhoods. The course is equivalent to a senior thesis project.

**ETHN 498 | INTERNSHIP IN ETHNIC STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Practical experience in applied ethnic studies. Students will be involved in projects conducted by agencies and institutions outside the university, such as community based organizations, grassroots leadership and organizing efforts, government agencies, and community partners of the Ethnic Studies Department. Enrollment is arranged on an individual basis according to a student's interest and background, and is dependent on positions available and faculty approval. The department internship coordinator or chair should be consulted before beginning an internship. Taking one unit in two or more consecutive semesters is recommended, but variations can be arranged in advance with the instructor or the chair of Ethnic Studies. A maximum of three internship units can be earned toward fulfillment of the requirements of the major.

**ETHN 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Diversity-Pre F17 CORE**

Individual study and written research.

## Finance (FINA)

**FINA 294 | SPECIAL TOPICS IN FINANCE****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in finance. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**FINA 300 | FINANCIAL MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C- and (ECON 216 with a minimum grade of C- (Can be taken Concurrently) or ECON 217 with a minimum grade of C- (Can be taken Concurrently)) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course is an introduction to the fundamental principles that guide the financial manager in making asset management, valuation and financing decisions. Topics include ratio analysis, time value of money, stock and bond valuation, risk and return (CAPM), capital budgeting, financial planning, cost of capital and options. (Note: ECON 216 or ECON 217 may not be taken concurrently during intersession or summer sessions. ECON 216 or ECON 217 may only be taken concurrently if it is taken during the fall or spring semester.) Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**FINA 401 | COMMERCIAL BANK MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course examines operating and policy issues bankers face in their efforts to maximize shareholder value. Topics include evaluating bank performance, measuring and controlling risks, managing the loan portfolio, and liability and capital management. Recent industry trends and the interaction between financial institutions and the economy are studied.

**FINA 402 | INVESTMENTS****Units: 2-3 Repeatability: No**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course surveys the basic principles and techniques of security and investment analysis. It covers capital markets, stocks, fixed-income portfolios, options, futures contracts and other derivatives. Market analysis methods are examined, and sources of analytical information and their use are studied.

**FINA 403 | DERIVATIVES****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and FINA 402 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101

This course is an introduction to derivative security markets including call and put options, futures and forward contracts, and swaps. Topics include the economic role of derivatives, valuation of derivatives, derivative trading strategies and the management of corporate risk with derivatives. The aim of the course is for students to gain proficiency in the use and valuation of a variety of derivative products.



**FINA 404 | ADVANCED CORPORATE FINANCE****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

The objective of this course is to apply financial management concepts to business situations through the use of case studies. The course will enhance your understanding of corporate finance topics, such as, valuation, capital budgeting, risk and return, cost of capital, capital structure, dividend policy and mergers. The focus of the course is on applied and analytical financial decision making and will require written case reports and the presentation of case analyses.

**FINA 405 | INTERNATIONAL FINANCIAL MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

An introduction to the problems facing the financial management of international companies. Topics include foreign exchange exposure management, financing trade, foreign direct investments, international accounting and control, and working capital management.

**FINA 406 | PERSONAL FINANCE****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course will cover the financial planning, taxation and regulatory aspects of an individual's lifelong saving, borrowing and investment decisions. The course will educate persons in making informed financial choices over their working careers. The topics include – credit management, credit scores, tax planning, consumer loans, home purchase and mortgage financing, property, life and health insurance, mutual funds, stock and bond investing, IRAs, 401k plans, retirement and estate planning.

**FINA 407 | NEW VENTURE FINANCE****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course is based on experiential learning and presents a comprehensive stage-sensitive approach to entrepreneurial finance. The course is designed for students to perform real-world financial analyses and make financial decisions for a company throughout its venture life cycle, from the founding of a company to its liquidity event for its investors. The course is constructed as a combination of lectures, project workshops, and discussions based on five key entrepreneurial financial decision areas-the founders agreement, planning and financing of operations, forecasting growth financing, venture capital financing, and the liquidity event for investors.

**FINA 408 | FINANCIAL STATEMENT ANALYSIS****Units: 3 Repeatability: No****Non-Core Attributes: Other**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course develops a set of core skills essential to financial statement analysis. It covers strategic ratio analysis, cash flow analysis, pro forma financial statements, financial modeling and firm valuation using discounted cash flow and residual income models, with an emphasis on practical applications.

**FINA 409 | FINANCIAL MODELING AND ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course covers financial modeling techniques applied to optimal decision making in the areas of corporate finance and investment banking. Topics include the construction of comprehensive valuation models, using precedent transactions and comparable companies in valuation, strategic industry analysis, and mergers and acquisitions.

**FINA 410 | STUDENT MANAGED INVESTMENT FUND****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

In this course students make recommendations for an investment portfolio with actual money. The purpose of the course is to enable students to put into practice investment concepts and to expose students to the psychology and mechanics of investment decisions. Finance Department Chair's approval required to enroll in this class.

**FINA 494 | SPECIAL TOPICS IN FINANCE****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: FINA 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

An in-depth analysis of selected topics in finance. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**FINA 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of finance under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**FINA 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

## French (FREN)

**FREN 101 | FIRST SEMESTER FRENCH****Units: 3**

Prerequisites: Passing the appropriate departmental placement test within the previous year

Introductory course to French life, language, and grammar, with stress upon pronunciation and oral comprehension.

**FREN 102 | SECOND SEMESTER FRENCH****Units: 3**

Prerequisites: FREN 101 or Passing the appropriate departmental placement test within the previous year

Essentials of French grammar together with writing, reading, pronunciation, and comprehension.

**FREN 140 | TOPICS IN FRENCH LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Study at the lower-division level of a topic in French literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**FREN 141 | TOPICS IN FRENCH/FRANCOPHONE LIT OR CULTURE- DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Study at the lower-division level of a topic in French and Francophone literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

**FREN 142 | TOPICS IN FRENCH/FRANCOPHONE LIT, FILM OR CULT- GLOBAL FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Study at the lower-division level of a topic in French and Francophone literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

**FREN 194 | SPECIAL TOPICS IN FRENCH LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in French literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**FREN 201 | THIRD SEMESTER FRENCH****Units: 3 Repeatability: No****Core Attributes: Second language competency**

Prerequisites: FREN 102 or Passing the appropriate departmental placement test within the previous year

Completes the introduction of the basic structures of the language, with increased emphasis on grammatical exactness to further develop communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the French-speaking community. Offered every semester. Also offered as summer intensive in Paris with direct immersion in French life and culture, family homestay. Offered every other year, depending on minimum enrollment. Open to all students and prepares equally well for FREN 202.

**FREN 202 | FOURTH SEMESTER FRENCH****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: FREN 201 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year

Oral and written practice of idiomatic expression and syntax. Emphasis on accuracy and fluency reinforced through readings of short stories and essay writing, as well as conversations dealing with contemporary French and Francophone culture. Prerequisites: FREN 201 with a grade of C- or better or equivalent, or Placement Exam. Every semester.

**FREN 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: FREN 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**FREN 300 | ADVANCED CONVERSATION****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: FREN 202

Oral practice through debates and discussions of current events or films. Role playing emphasizing cultural content, using experiential methods. Study of basic notions of phonetics when necessary to help with pronunciation, advanced idiomatic forms, specific vocabulary and diverse means or styles of expression in preparation for upper-division work.

**FREN 301 | ADVANCED GRAMMAR AND COMPOSITION****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: FREN 202 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year

Advanced written practice and grammar review. Essay topics follow a simulation enriched by literary texts and multimedia activities. Required for all advanced courses beyond FREN 320.

**FREN 302 | INTRODUCTION TO THE ANALYSIS OF FRENCH LITERARY TEXTS****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: FREN 202 or Passing the appropriate departmental placement test within the previous year

Introduction to the analysis of texts selected from representative masterpieces of French and Francophone literature in all genres. Emphasis will be on close reading of texts, with an overview of the historical evolution of literary styles and genres.

**FREN 303 | CULTURAL BACKGROUNDS OF FRENCH CIVILIZATION****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: FREN 202 or Passing the appropriate departmental placement test within the previous year

Survey of the historical, social, cultural, and artistic evolution of French from the Middle Ages to the present.

**FREN 310 | FRENCH PHONETICS****Units: 3**

Prerequisites: FREN 301

An intensive study of French phonemes, diction, and speech and their practical applications in contemporary France.

**FREN 315 | L2 TEACHING METHODOLOGIES AND APPLIED LINGUISTICS****Units: 3**

Prerequisites: FREN 301

An introduction to the history of second language teaching methods, applied linguistics, and the fundamentals of second language teaching. Initial training in the skills needed to be a second language teacher.

**FREN 317 | BUSINESS FRENCH****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Course to develop linguistic proficiency in speaking, reading, listening and writing through exposure to business practices in French and Francophone companies. Additional study of cultural, social and economic topics through Francophone media (newspapers, radio, television, internet) will prepare students to enter the Francophone labor force.

**FREN 320 | SURVEY OF FRENCH LITERATURE I: MIDDLE AGES TO 18TH CENTURY****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: Passing the appropriate departmental placement test within the previous year or FREN 301

Introduction to the major works of French literature, in their socio-cultural context, from the birth of the language to the Age of Enlightenment.

**FREN 321 | SURVEY OF FRENCH LITERATURE II: 19TH TO 21ST CENTURIES****Units: 3 Repeatability: No**

Prerequisites: FREN 301 or FREN 302

Introduction to the major works of French and Francophone literature, in their socio-cultural context, from the end of the 18th century to the beginning of the 21st century.

**FREN 322 | SURVEY OF FRANCOPHONE LITERATURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area, Global Diversity level 2**

Prerequisites: FREN 301

This course introduces students to Francophone literature in the world with an emphasis placed on interconnections between textual analysis, aesthetics, culture and politics, focusing on selected literary texts (predominantly), films and art from Sub-Saharan Africa, the Maghreb, the Caribbean and its Diaspora.

**FREN 332 | CINEMA IN FRENCH: (IN)VISIBLE IDENTITIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Global Diversity level 2**

Prerequisites: Passing the appropriate departmental placement test within the previous year or FREN 202

Representations of minorities and women continue to depend on stereotypes and discriminations in the French films industry. From a selection of films, video clips and documentaries in French we will question the meaning of invisibility as individual and social experience of discrimination of one or many labels of identity we carry. We will examine representations against the invisibility of intersectional identities that can be associated with gender, race, ethnicity, religion, nationality, sexuality, and disability. Our focus will be on movies by French and Francophone directors that purposely challenge representations of discriminations and inequality in society.

**FREN 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: FREN 202 or Passing the appropriate departmental placement test within the previous year

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**FREN 403 | CONTEMPORARY FRENCH CIVILIZATION****Units: 3 Repeatability: No**

Prerequisites: FREN 301 and (FREN 320 or FREN 321 or FREN 322)

An in-depth study of major facets of the modern way of life in France and Francophone countries, with special emphasis on the political, social, and artistic areas.

**FREN 409 | CONTEMPORARY AFRICAN FRANCOPHONE THEATRE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)

Study of selected masterpieces of dramatic literature from French-speaking countries in Africa and its diaspora in France. Students will explore expressions and mutations of Francophone African theater from 1960 (when most African countries gained their independence from European colonial rule) to today.

**FREN 410 | FRENCH THEATER****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)

Study of selected masterpieces of dramatic literature that reflect France's people and culture, and the evolution of the genre through the ages.

**FREN 411 | FRENCH PROSE****Units: 3 Repeatability: No**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)

Study of a variety of French non-fiction and fiction (other than the novel) such as essais, pensées, discours, contes, fables, nouvelles, sermons, etc. This course will examine the richness of French thought and storytelling through the ages.

**FREN 412 | FRENCH NOVEL****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)

Study of selected novels reflecting the evolution of the novelistic genre through the ages. The course may include major works by such authors as l'Abbé Prévost, Balzac, Stendhal, Flaubert, Zola, Ndiaye, Camus, Colette, Nothomb, de Beauvoir, and others.

**FREN 413 | FRENCH POETRY****Units: 3 Repeatability: No**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)

Study of French poetry and poetic forms from the Middle Ages to the present.

**FREN 414 | FRENCH WOMEN WRITERS****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321 or FREN 322)

Study of representative works of French women writers from Marie de France to contemporary authors in their historical and social milieu.

**FREN 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced French language skills will be utilized. A maximum of two units may be applied to the major, none to the minor. Anything over two units will count as a general elective.

**FREN 494 | TOPICS IN FRENCH LITERATURE, LANGUAGE OR CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: FREN 301 and FREN 302 and (FREN 320 or FREN 321)

Study at an advanced level of French literature, language, or culture. Topics may include specific authors, periods, or linguistic studies such as: Business French, Francophone literature, French stylists, Voltaire, Hugo, etc. When offered, selected subjects will be announced on the MySanDiego portal.

**FREN 495 | SENIOR CAPSTONE PROJECT****Units: 1-3 Repeatability: No**

This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate study. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. The capstone is taken concurrently with one of the last two upper-division courses for the major, to which it is thematically linked. The student must meet with his or her capstone advisor (the professor for the upper-division major course) to determine the parameters for the project and consult with the program director to enroll.

**FREN 497 | SENIOR CAPSTONE PROJECT WITH ADVANCED INTEGRATION****Units: 1-3 Repeatability: No****Core Attributes: Advanced Integration**

This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate studies. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. Unlike 495, this project also fulfills the Advanced Integration requirement of the Core Curriculum. Students have two options: 1) a community engagement integration project or 2) a multidisciplinary integration project. Consult with your advisor and the program director. Capstone projects are approved by the program director. Similar to 495, this capstone project is not required but rather an optional course for students.

**FREN 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor.

## Gender Studies (GNDS)

**GNDS 101 | INTRODUCTION TO GENDER STUDIES****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area, Global Diversity level 1**

This course aims to offer an introduction to gender studies. The course will begin by examining the distinction between sex and gender, as well as how that distinction is employed in discussions of sexuality. Specifically, we will examine the so-called “nature” vs. “nurture” debate and the most recent scientific claims about “innate” sex differences. Next, the course will look into contemporary debates on sex work: prostitution and trafficking. From here we will engage critically with pornography in contemporary society. Is pornography harmful? Is it best understood a protected speech? How are sex workers treated within pornography? Are they oppressed? Are they workers like any other? Next, we will turn to examine the role of gender in inequality in the workplace and the relationship to inequality within the family. Finally, we will also examine the debate around rape on college campuses and Title IX.

**GNDS 294 | SPECIAL TOPICS IN WOMEN'S AND GENDER STUDIES****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

A course focusing on topics of interest and importance to the study of gender. For example, topics might include such subjects as violence against women; the men's movement; contemporary theories of love relationships; and lesbian, gay, and bi-sexual issues. This course may be repeated for credit when the topic changes.

**GNDS 494 | SPECIAL TOPICS IN WOMEN'S AND GENDER STUDIES****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An advanced course focusing on topics of interest and importance to the study of gender. For example, topics might include such subjects as violence against women; the men's movement; contemporary theories of love relationships; and lesbian, gay, and bi-sexual issues. This course may be repeated for credit when the topic changes. Students must have completed 12 units of coursework in the gender studies minor or have consent of the instructor.

**GNDS 495 | ADVANCED WOMEN'S AND GENDER STUDIES****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Domestic Diversity level 2**

Prerequisites: GNDS 101

A capstone seminar course devoted to advanced study in the field, supplemented by directed research in students' areas of primary interest in their majors. When appropriate, it may include an internship component. The research experience will culminate in a symposium.

**GNDS 498 | SECOND SEMESTER JUNIOR STANDING IN INTEGRATED ENGINEERING OR CONSENT OF INSTRUCTOR.****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Directed upper division level internship/ co-operative experience in engineering research, design, development, manufacturing, or the engineering activity.

Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit. Prerequisites:.

**GNDS 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A program of advanced study in an area of special interest, arranged between the student and the instructor. The independent study must include at a minimum extensive readings, consistent consultations with the sponsoring instructor, and a final report or project.



## German (GERM)

### GERM 101 | FIRST SEMESTER GERMAN

#### Units: 3-4

Prerequisites: Passing the appropriate departmental placement test within the previous year

Introductory course to German life, language, and essentials of basic grammar with stress upon pronunciation, reading, and oral comprehension.

### GERM 102 | SECOND SEMESTER GERMAN

#### Units: 3

Prerequisites: GERM 101 or Passing the appropriate departmental placement test within the previous year

A continuation on the basis of GERM 101 with emphasis on reading, writing, grammar, pronunciation, and elementary conversation.

### GERM 140 | TOPICS IN GERMAN LITERATURE AND CULTURE

#### Units: 3 Repeatability: Yes (Repeatable if topic differs)

#### Non-Core Attributes: Literature-Pre F17 CORE

Study at the lower-division level of a topic in German literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

### GERM 141 | TOPICS IN GERMAN LITERATURE, FILM OR CULTURE- DOMESTIC FOCUS

#### Units: 3 Repeatability: Yes (Repeatable if topic differs)

#### Non-Core Attributes: Literature-Pre F17 CORE

Study at the lower-division level of a topic in German literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

### GERM 142 | TOPICS IN GERMAN LITERATURE, FILM OR CULTURE- GLOBAL FOCUS

#### Units: 3 Repeatability: Yes (Repeatable if topic differs)

#### Non-Core Attributes: Literature-Pre F17 CORE

Study at the lower-division level of a topic in German literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

### GERM 194 | SPECIAL TOPICS IN GERMAN LITERATURE AND CULTURE

#### Units: 3 Repeatability: Yes (Repeatable if topic differs)

Study at the lower-division level of a topic in German literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

### GERM 201 | THIRD SEMESTER GERMAN

#### Units: 3

#### Core Attributes: Second language competency

Prerequisites: GERM 102 or Passing the appropriate departmental placement test within the previous year

Completes the introduction of the basic structures of the language, with continuing emphasis on communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the German-speaking community. This course is also offered in the summer in Europe (see below). Prerequisite: GERM 102 or equivalent or Placement Exam. Every Fall. Also offered as THIRD SEMESTER GERMAN IN EUROPE: Intensive summer course in Germany, Austria, or Switzerland conducted by a USD faculty member. Direct immersion in the life and culture of German-speaking people. See course description above. The university reserves the right to cancel this course if minimum enrollment is not met, or for any other reason. Prerequisite: GERM 102 or equivalent or Placement Exam. Every Fall.

### GERM 202 | FOURTH SEMESTER GERMAN

#### Units: 3 Repeatability: No

#### Core Attributes: Oral communication competency

Prerequisites: GERM 201 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year

Oral and written practice of idiomatic expression and syntax. Emphasis on accuracy and fluency reinforced through readings of short stories and essay writing, as well as conversations dealing with German life and culture.

### GERM 230 | INTERMEDIATE CONVERSATION

#### Units: 3

Prerequisites: GERM 201 or GERM 202

Intensive drill in spoken German based on assigned topics. This course does not count toward the German minor, but does count as elective lower-division units toward graduation.

### GERM 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE

#### Units: 3 Repeatability: Yes (Repeatable if topic differs)

Prerequisites: GERM 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

### GERM 299 | INDEPENDENT STUDY

#### Units: 3 Repeatability: Yes (Can be repeated for Credit)

Independent study at the lower-division level.

### GERM 301 | ADVANCED COMPOSITION

#### Units: 3 Repeatability: No

Prerequisites: GERM 202 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year

Further development of oral and writing abilities. Continued study of the grammatical structure of German with emphasis on idiomatic expressions and syntax. Reading of modern authors and work through various films in order to consolidate the learning of idiomatic expressions and prepare for literature classes and further studies through interpretation of prose and films as well as techniques for plot and character analysis.

### GERM 302 | READINGS IN GERMAN LITERATURE

#### Units: 3

#### Non-Core Attributes: Literature-Pre F17 CORE

Prerequisites: GERM 301

Assigned readings in modern literature; class reports and essays on literary topics of prose and poetry.

### GERM 303 | CULTURAL BACKGROUNDS OF GERMAN CIVILIZATION

#### Units: 3

Prerequisites: GERM 202

Survey of the historical, social, cultural, and artistic evolution of German from the origins to the present. Survey of modern life and geography in Germany.

### GERM 304 | COMMERCIAL CORRESPONDENCE AND ADVANCED BUSINESS GERMAN

#### Units: 3

Prerequisites: GERM 202

Oral and written Geschäftsdeutsch with special attention to accurate and idiomatic expressions used in economics, business, professional, and technical fields with an insight into Germany's place in the European Union and the world market.

**GERM 312 | GERMAN LITERATURE FROM 1900 TO THE PRESENT****Units: 3****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: GERM 301

A survey of German literature from 1900 to the present. Important movements, authors, and works in German literature since the turn of the century.

**GERM 315 | L2 TEACHING METHODOLOGIES AND APPLIED LINGUISTICS****Units: 3**

Prerequisites: GERM 301

An introduction to the history of second language teaching methods, applied linguistics, and the fundamentals of second language teaching. Initial training in the skills needed to be a second language teacher.

**GERM 340 | TOPICS IN LITERATURE, FILM AND CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Prerequisites: GERM 202 or Passing the appropriate departmental placement test within the previous year

Study of special topics in German-language literatures, films and cultures that meets the Literary Inquiry core requirement. When offered, selected subjects will be announced on the MySanDiego portal.

**GERM 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: GERM 202

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**GERM 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced German language skills will be utilized. Elective credit only (does not count toward the minor).

**GERM 494 | TOPICS IN GERMAN LITERATURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: GERM 302

Study at an advanced level of major topics of German literature, such as Medieval authors, Renaissance and Baroque masterworks, masterpieces of the Age of Enlightenment, the period of Storm and Stress, Classic and Romantic, Realism, Naturalism, and Modern works of the 20th century; themes, authors, genres. When offered, selected subjects will be announced on the MySanDiego portal. Prerequisite: GERM 302 or equivalent. May be taken for credit each time topic changes.

**GERM 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. A maximum of three units may be applied toward the minor.

## Greek (GREK)

**GREK 101 | FIRST SEMESTER GREEK****Units: 3**

Prerequisites: Passing the appropriate departmental placement test within the previous year

Introduction to Classical (Attic) Greek. The fundamentals of morphology, syntax, and vocabulary, with emphasis on the use of the language as it appears in the literature of fifth century Athens and the Bible. Study of English vocabulary derived from Greek.

**GREK 102 | SECOND SEMESTER GREEK****Units: 3**

Prerequisites: or Passing the appropriate departmental placement test within the previous year GREK 101 or Passing the appropriate departmental placement test within the previous year

A continuation of GREK 101. Further study of morphology and syntax of Classical (Attic) Greek. Easier readings excerpted from the writings of Aesop and Apollodorus, as well as extended passages from the New Testament.

**GREK 140 | TOPICS IN GREEK LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Greek literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**GREK 194 | SPECIAL TOPICS IN CLASSICAL GREEK LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Classical Greek literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**GREK 201 | THIRD SEMESTER GREEK****Units: 3 Repeatability: No****Core Attributes: Second language competency**

Prerequisites: Passing the appropriate departmental placement test within the previous year or GREK 102

Review and further study of grammar and vocabulary of Classical (Attic) Greek. Readings taken from the writings of Xenophon, Herodotus, and the Bible. Introduction to the epic poetry of Homer.

**GREK 202 | FOURTH SEMESTER GREEK****Units: 3**

Prerequisites: GREK 201 or Passing the appropriate departmental placement test within the previous year

Introduction to Classical Greek literature and composition. This course introduces the student to a variety of classical, biblical, and early Christian authors through graded readings. In addition, students will learn to write simple Greek prose to strengthen their skill in mastering the complicated inflections and syntax of language.

**GREK 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: GREK 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair.

**GREK 299 | INDEPENDENT STUDY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Independent study at the lower-division level.

**GREK 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: GREK 202

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. Consult with instructor or the department chair.

**GREK 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced Greek language skills will be utilized.

**GREK 494 | TOPICS****Units: 3**

Prerequisites: GREK 202

**GREK 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor.

## History (HIST)

**HIST 102 | THE ANCIENT WORLD****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Historical Inquiry area**

This course explores the emergence and development of civilization in the Mediterranean world from the first appearance of cities around 3000 B.C.E. to the transformation of the Roman Empire in the fourth century C.E. We will examine how ancient ideas, empires, social structures, art, literature, and religious beliefs emerged in response to the challenges that confronted ancient people as their world expanded and changed. Topics include empire, religion, gender roles, barbarians, slavery, democracy, warfare, diplomacy, and inter-regional trade and contact.

**HIST 103 | THE MEDIEVAL WORLD****Units: 3****Core Attributes: Historical Inquiry area**

This course explores the tensions and transformations in European society between A.D. 300 and 1500, as well as points of contact between medieval societies within Europe itself, across the Mediterranean, and beyond. Topics include the Fall of the Roman Empire, Byzantium, the rise of Islam, Vikings, Mongols, social crisis and disorder, plague, the Norman Conquest of England, the Crusades, troubadours, saints, the medieval Papacy, medieval Christianity and its heresies, monasticism, the revival of classical learning, and voyages of exploration and discovery.

**HIST 108 | THE ATLANTIC WORLD 1500-1800****Units: 3****Core Attributes: Historical Inquiry area**

Drawing together the histories of four continents – Europe, Africa, North America, and South America – this course explores the nature and meaning of the new Atlantic world created by the interaction of the peoples of the old and new worlds. It examines the Atlantic world through the experiences of the men and women – European, African, and Native-American – who inhabited it from the mid-15th century through about 1820. Students will learn about the often volatile and constantly shifting mixture of people and pathogens, of labor systems and crops, and of nations, empires, and subjects that contributed to the painful and unexpected emergence of this new Atlantic community. They will also explore the unique transnational and multicultural character of this region.

**HIST 109 | THE PACIFIC WORLD, 1500-1800****Units: 3****Core Attributes: Historical Inquiry area**

This course focuses on the discovery and exploration of the Pacific World – including Australia and New Zealand, the Philippines, Micronesia, Melanesia, Polynesia, Hawaii, Alaska, and the Americas – from 1500 to 1820. It looks at the ways in which disease, migration, trade, and war drew together vast, diverse collections of human beings from around the globe: Russian fur traders, Spanish missionaries, Japanese fishermen, French and Spanish explorers, British naval officers, German naturalists, Tahitian translators, Aleutian hunters, Polynesian navigators, and Yankee merchants. Students will have the opportunity to explore the incorporation of this unique transnational and multicultural region into a world economy.

**HIST 110 | WORLD HISTORY TOPICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: First Yr Integration (LC Only), Historical Inquiry area**

This course focuses on a particular topic in world history. Students may repeat the course for credit when the topic changes.

**HIST 115 | TOPICS IN WAR AND PEACE IN HISTORICAL PERSPECTIVE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: First Yr Integration (LC Only), Historical Inquiry area**

This course offers students an in-depth look at the underlying causes of war, revolution, terrorism, and genocide in modern world history. Students think critically about justice and human rights, nonviolence, military necessity, and the value of political community. Topics may include “The Origins of Terrorism in the Modern World” and “The Vietnam War,” among others. Students may repeat the course for credit when the topic changes.

**HIST 116 | WAR AND PEACE IN THE MODERN WORLD****Units: 3****Core Attributes: Historical Inquiry area**

The ending of the Cold War seemed to promise a new world order characterized by respect for human rights, principles of democracy, and the rule of law. Instead, we enter the 21st century plagued by global conflict and burdened by spasms of terrorism, radical nationalism, ethnic cleansing, a growing gap between rich and poor, and the proliferation of nuclear and biological weapons. Where did these problems arise and why have they not gone away? Furthermore, how have societies gone about managing conflict and sustaining peace over the past two hundred years or so? This class will assist students in gaining historical perspective on these questions by exploring the underlying causes of war, revolution, terrorism, and genocide in modern world history. The course will begin with an analysis of the contemporary scene and then back up to explore the historical evolution of conflict and its resolution since the era of revolutionary France. Utilizing a global perspective, students will analyze the strengths and weaknesses of various attempts at managing and resolving conflict in the modern world. (Meets lower division requirement for the Peace and Justice Studies minor).

**HIST 117 | U.S. HISTORY TO 1877****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course is a survey of American history from pre-colonial times through Reconstruction. It explores a wide variety of factors (economic, political, social, and cultural) that shaped the formation of the United States. Core themes include the Revolution, the Constitution, the Civil War, conflicts with indigenous peoples, the emergence of a market society, racial slavery, the place of women, geographic expansion, popular protest, and elite rule. The course challenges commonly held beliefs about the past and it encourages students to examine the veracity of popular beliefs about American history.

**HIST 118 | U.S. HISTORY, 1877 TO THE PRESENT****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course is designed to explore America's historical development from the Reconstruction era to the present. It explores a wide variety of factors (political, economic, social, and cultural) that contributed to the creation of a multicultural industrial society and that shaped America's emergence as a world power. We will analyze key issues such as the changing relationships between government and the governed; the growth of a strong central state; the creation of a modern industrial economy; the evolution of an increasingly heterogeneous society; the country's development into a world power; the Cold War at home and abroad; and the origins and consequences of the Vietnam War.

**HIST 120 | U.S. HISTORY TOPICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Historical Inquiry area**

This course focuses on a particular topic in U.S. History.

**HIST 121 | AFRICA TO 1800****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 1**

Examination of the history and historiography of Africa from the origins of humankind to the abolition of the trans-Atlantic slave trade. Topics include human evolution in Africa, development of agriculture and pastoralism, ancient civilizations of the Nile, African participation in the spread of Christianity and Islam, empires of West Africa, Swahili city-states, and African participation in the economic and biological exchanges that transformed the Atlantic world.

**HIST 122 | AFRICA SINCE 1800****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 1**

Examination of the history and historiography of Africa from the abolition of the trans-Atlantic slave trade to the present. Topics include precolonial states and societies, European colonial intrusions and African responses, development of modern political and social movements, decolonization, and the history of independent African nation-states during the Cold War and into the 21st century.

**HIST 125 | RACE AND ETHNICITY IN THE AMERICAN EXPERIENCE****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Domestic Diversity level 1**

This course provides students with a basic understanding of how race and ethnicity have influenced American society from the colonial period to the present. Students will be exposed to a variety of topics and historical events that will help explain how and why Americans' attitudes about racial and ethnic differences changed over time. They also will look at how these attitudes have affected the nation's major immigrant and racial minority populations. Finally, the course will examine how ideas and attitudes about race affected major societal institutions and social policies in the United States.

**HIST 126 | AMERICAN WOMEN IN HISTORY****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Domestic Diversity level 1**

This course seeks to explore women's history in the United States with an eye toward the cultural, social, economic, and political realities of women of color. With a particular focus on Native American, Latina American, African American, and Asian American women, the course explores ways the makings and manifestations of gender and womanhood in America when race, ethnicity, and nationality are markers of inequality. Drawing from the accounts of women of color, coupled with a variety of scholarly, literary, and visual texts the course investigates the various power structures that have long regulated their lives and the ways in which these systems of oppression evolve and shift as they cross ethnic lines. Critically important, the course grapples with how women of color have imagined, voiced, and crafted spaces of resistance, freedom, and justice. Across a range of epochs that extend from the 16th to the 21st centuries we will trace this history by way of the following themes: "Colonization and Bondage," "Migration, Exiles, and Citizenship," "Labor," "Sexual Violence," "Motherhood and Reproduction," "Civil Rights and Feminism," as well as "Culture."

**HIST 128 | AFRICAN AMERICAN HISTORY****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Domestic Diversity level 1**

This course examines the history of African Americans from the ascendance of slavery on the West African coast to black life on the contemporary racial landscape. Who are African Americans? What realities, socio-political ideologies, and cultural practices ground African-descended people? How has and does inequality unfold in the lives of African Americans and systematic mechanisms catapult their perpetual marginalization? Through what means have black communities resisted oppression and how have these methods changed overtime? How do the positionalities of African Americans evolve across gender, class, ethnic, and regional lines? What does the black experience reveal about the pronounced American values of racial transcendence, as well as master historical narratives? How have African Americans created and influenced the contours of American society? Together, we will strive to answer these questions. Together, we will concern ourselves with the fullness of black humanity.

**HIST 130 | EAST ASIA IN TRANSFORMATION****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Historical Inquiry area**

This course covers essential aspects of East Asian cultures and societies from a historical perspective, with a primary focus on China and Japan. It also analyzes the causes and consequences of the East-West contacts and conflicts, highlighting major events such as the Opium War, the U.S. opening of Japan, WWII in Asia, the Korean War, the Cold War as well as the current economic and cultural relations between East Asian countries and the United States. Through this class, students are expected to understand the cultural traditions of East Asia, the causal relationships between key historical events, the complexities of East Asia - U.S. relations and the role that East Asian countries are playing in today's changing world. (Lower division requirement for the Asian Studies minor).

**HIST 135 | TOPICS IN THE HISTORY OF CULTURE AND IDENTITY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course looks at the way in which race, gender, nationality, language, religious belief, and/or aesthetic values have shaped societies and peoples in the past. Topics may include "Magic in the Middle Ages," "History of American Food," and "Victorian Women," among others. Students may repeat the course for credit when the topic changes.



**HIST 140 | MODERN EUROPE****Units: 3****Core Attributes: First Yr Integration (LC Only), Historical Inquiry area**

This class explores the intellectual, social, and political changes that shaped the development of Europe from 1780 to the present. The course pays particular attention to the impact of Enlightenment ideas and questions of social justice. Topics include the French and the Industrial Revolutions; nationalism and the emergence of nation states; the rise of Marxism; high imperialism; the two world wars; totalitarian governments of the 20th century; comparative histories of everyday life; and European integration.

**HIST 145 | TOPICS IN URBAN HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Historical Inquiry area**

In this course, students study individual cities at unique moments in their historical development. Themes include the impact of the built environment on human experience, architecture as an expression of power, and the relationship between physical space and the development of community. Topics may include “Fin de Siècle Vienna” and “History of the American City,” among others. Students may repeat the course for credit when the topic changes.

**HIST 150 | TOPICS IN COMPARATIVE HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: History-Pre F17 CORE**

This course will offer a comparative perspective on a significant historical topic, which will assist students in clarifying what is and what is not unique to a particular historical experience. Special emphasis will be given to critiquing the notion of American “exceptionalism.” Topics may include “Comparative Frontiers,” “The Ghost Dance in Comparative Perspective,” “Comparative Imperialism,” and “Women under Communism.” Students may repeat the course for credit when the topic changes.

**HIST 155 | TOPICS IN HISTORY, LITERATURE, AND FILM****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course offers students the opportunity to evaluate literature and film as historical evidence, to understand cultural and social contexts of a given era or society, and/or to make arguments about the interpretation of important historical events. Topics may include “The American Western,” “World War I and World War II through Literature and Film,” “Latin America Through Film,” “Modern China in Film,” and “Ancient Rome in Literature and Film,” among others.

**HIST 160 | TOPICS IN HISTORY OF SCIENCE AND TECHNOLOGY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: First Yr Integration (LC Only), Historical Inquiry area**

This course will explore the various facets of the development of technology ranging from tool making among hunter-gatherers to the biotechnological revolution of the 21st century. Students will examine ongoing processes of human innovation and their impact on the individual and society. Topics may include “Science, Technology, and Medicine in the Pre-Modern Era,” “The Industrial Revolutions,” “History of the Brain,” and “The Biotechnological Revolution.” Students may repeat the course for credit when the topic changes.

**HIST 170 | BIG HISTORY: FROM COSMOS TO CANNIBALS****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course focuses on major themes in the history of humanity from 100,000 B.C. to A.D. 1500. It considers the evolution of the human species, the formation of hunter-gatherer societies, and the rise of great civilizations. It looks at how authority was manifested in architecture, government, writing, religion, philosophy, arts, science, and technology. A comparative approach will illuminate how world cultures differ, what they share, how they are differentiated, and what they exchange in the making of the modern world. The emphasis is on non-Western peoples.

**HIST 171 | MODERN WORLD HISTORY****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course engages students in the study of modern world history in order to achieve a more critical and integrated understanding of global societies and cultures during the past five hundred years. Students will explore developments in Africa, Asia, the Americas, and Europe; consider the rise of the West after 1750; investigate the origins and outcomes of world war, revolution, and genocide in the 20th century; trace the disintegration of western empires after World War II; and ponder the global challenges of the post-Cold War era.

**HIST 172 | FUNDAMENTALS OF AFRICANA STUDIES I****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course focuses on the interconnections of people that have originated on the continent we know as Africa, and their journeys into the wider world. It is a story of triumph, of disaster, of hope and heartbreak and isolation. It is the story of violence and artistic brilliance, of success and destruction. It is the story of Africa, the diaspora, and the wider world. After taking this class, students should have a working knowledge of many of the major events of African history as well as developed necessary critical thinking and close reading skills. The writing component of the course will further teach students to synthesize their ideas into clear and well-supported arguments. A student leaving this course will be a better writer, a stronger arguer, and capable of making long-range connections between the peoples of Africa who have impacted our wider world. Cross-listed with AFST 100.

**HIST 180 | GREAT MOMENTS IN TIME****Units: 3 Repeatability: No****Core Attributes: Oral communication competency, Historical Inquiry area**

In this course, students play elaborate games set at moments of great historical change and/or controversy, using texts drawn from the history of ideas. Class sessions are run entirely by students; instructors advise and guide students and grade their oral and written work. These games, part of the award-winning pedagogy “Reacting to the Past,” draw students into history, promote engagement with big ideas, and improve intellectual and academic skills. Students play two to three games over the course of the semester, selected from “The Threshold of Democracy: Athens in 403 B.C.,” “Confucianism and the Wanli Emperor, 1587,” “Patriots, Loyalists, and Revolution in New York City, 1775-76,” “Charles Darwin and the Rise of Naturalism,” “Art in Paris, 1888-89,” and “Greenwich Village, 1913: Suffrage, Labor, and the New Woman,” among others.

**HIST 190 | TOPICS IN WORLD HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Topics in World History. Students may repeat the course for credit when the topic changes.

**HIST 191 | TOPICS IN EUROPEAN HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Topics in European History. Students may repeat the course for credit when the topic changes.

**HIST 192 | TOPICS IN U.S. HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Topics in U.S. History. Students may repeat the course for credit when the topic changes.

**HIST 194 | SPECIAL TOPICS IN HISTORY****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Special Topics in History. Students may repeat the course for credit when the topic changes.

**HIST 200 | THE HISTORIAN'S CRAFT****Units: 3 Repeatability: No****Core Attributes: Oral communication competency, Historical Inquiry area**

This course, offered each semester, is required for all students who wish to be History majors and should be taken during sophomore year. The class will prepare students to be History majors. They will learn how to conduct historical research and be exposed to the various fields and schools of thought that will comprise the discipline of History. As part of their training as scholars, the students will learn how to write a 10-15 page research paper due at the end of the semester.

**HIST 302 | HISTORY OF SOUTH AFRICA****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 2**

This course aims to study the history of the country of South Africa with particular attention to both the uniqueness and the commonalities of its colonial history with other settler societies. Unlike other Anglophone settler colonies, South Africa never reached a demographic majority where white settlers became predominant. Instead, European settlers made fragile alliances against the African and Indian populations in their midst, solidifying a specific form of minority settler rule. This rule was crystallized in the near half-century of apartheid, the legal discrimination of the vast majority of the country for the benefit of a select few. Students emerge from this course as better scholars of a different society and of many of the historic pressures and struggles that are part of the history of the United States.

**HIST 303 | AFRICAN FEMINISMS: HISTORY, NEGOTIATION, BELONGING****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 2**

This course critically examines the idea of African feminisms by looking at many different intersections of time, place, and position for African women. This traces multiple ways in which African women have sought to challenge patriarchal roles in both precolonial and (post)colonial contexts. Students leave not with an understanding of a singular or aspirational African feminism but rather with an appreciation of the ways in which African women have and continue to challenge, reframe, and negotiate a variety of social and political positions.

**HIST 304 | AFRICA IN THE WESTERN IMAGINATION****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 2**

From benefit concerts to AIDS charities to study abroad literature, Africa is everywhere. And yet it is frequently explained only in absence or in suffering. Rather than being a place that is defined by what it is, often Africa is viewed by what it is not, and the term 'Afro-pessimism' has been coined by some to criticize such solely negative depictions of a vast and varied continent. What, then, is 'Africa': a location on a map, a geographical boundary? Who are 'Africans'? What does the idea mean and how is it used? This course draws on literature and popular culture to discuss the very idea of 'Africa' and how the concept has been created, redefined, re-imagined, and (de)constructed in differing times and spaces.

**HIST 305 | QUEERING COLONIALISM: BODIES, NEGOTIATION, BELONGING****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 2**

This course seeks to examine the many intersectional and overlapping threads in the histories of colonialism, gender, and sexuality. As authors like Achmat and Cohen have argued, colonialism has simultaneously supported and been supported by heteronormative, patriarchal, and white-supremacist regimes. This course looks at three avenues in which the 'normal' has been both created and contested in colonial histories: the body, belonging, and becoming. We read from a variety of disciplines, eras, and locations in order to understand how bodies can be made normal or 'queer.' We also examine how imperial structures of rule impact the daily lived experiences of people as they attempt to find spaces of belonging and potential for becoming part of a larger group, movement, or idea.

**HIST 309 | TOPICS IN AFRICAN HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

A critical study of issues confronting Africa in the post-colonial era. Alternating courses may include The Rise and Fall of Apartheid, The Aftermath of Decolonization, and War, Genocide, and Transitional Justice. Students may repeat the course for credit when the topic changes.

**HIST 311 | GREEK CIVILIZATION****Units: 3**

This course explores the emergence and development of Greek civilization from the time of the Minoans and Mycenaeans to the rise of Alexander the Great, with an emphasis on the Archaic and Classical periods. Students use the works of ancient Greek poets, historians, and thinkers together with art and archaeology to investigate Greek culture and society, as well as the origins and development of democracy, drama, and philosophy. Topics include the roles of women and slaves, Greek religion, colonization and resistance on Greece's borders, and the use of art as political propaganda.

**HIST 312 | ROMAN CIVILIZATION****Units: 3-4**

This class explores the emergence and development of Roman civilization from the foundation of the city of Rome to the legalization of Christian worship under the emperor Constantine, with an emphasis on society and culture in the early empire. Students use the works of ancient Roman poets, historians, and thinkers together with art and archaeology to investigate Roman culture and society, as well as the origin and development of republican government, imperialism, technological innovations, and literary and visual arts. Topics include the roles of women and slaves, Roman religion, imperialism and resistance on Rome's borders, and the use of art as political propaganda.

**HIST 321 | THE FALL OF THE ROMAN EMPIRE****Units: 3**

This class explores the later history of the Roman Empire from the splitting of the empire into "East" and "West" in the late 3rd century C.E. to the growing power of Arab dynasties in the 8th C C.E. Questions to be explored include: in what ways did the Roman empire "fall," and in what ways did Roman traditions and practices continue? What were the roles of "barbarian" cultures during this time period? How did private life change? How did Paganism, Judaism, and Christianity interact with each other? In what ways did emperors and wealthy patrons use public buildings to increase their power? How do we know what we know about this time period?.

**HIST 322 | CASTLES AND CRUSADES: MEDIEVAL EUROPE, 1050-1450****Units: 3-4**

This course examines violence, chaos, and the political and social crisis of medieval Europe. Students explore the transformation of Europe from an isolated, disordered, agricultural society to a powerful, wealthy, expansionist one. Topics include knights and peasants, the Crusades, heresy, plague, Marco Polo's travels to China, and the rise of Western European empires.

**HIST 324 | CHRISTIANS, MUSLIMS AND JEWS IN MEDIEVAL SPAIN****Units: 3**

This course focuses on the society and culture of the pre-modern Iberian Peninsula with an emphasis on the conflict, coexistence, and diversity of interaction of its three religious groups: Christians, Jews, and Muslims. We will consider the territorial struggle between Christian and Muslim-ruled regimes over the course of many centuries, the environments of pre- and post-conquest societies and the frontier that separated them, and the ability of minority (and majority) religious groups to maintain themselves in these changing socio-religious contexts.

**HIST 331 | THE GLOBAL RENAISSANCE****Units: 3 Repeatability: No**

This course explores the origins and consequences of the rediscovery of Europe's classical heritage in Italy and the broader continent between the 14th and 16th centuries. Topics include continuities and discontinuities with medieval traditions, politics and political theory, civic and philosophical humanism, court culture, art, and architecture.

**HIST 332 | ROLE-PLAYING THE RENAISSANCE****Units: 3 Repeatability: No****Core Attributes: Oral communication competency, Historical Inquiry area**

This course focuses on the Renaissance, a cultural movement that challenged and transformed traditional conceptions of art, politics, religion, and human nature. Students engage with classic texts including Niccolò Machiavelli's *The Prince* (c. 1513) and Thomas More's *Utopia* (1516) through interactive role-playing games, part of the award-winning *Reacting to the Past* curriculum. In "Machiavelli and the Florentine Republic, 1494-1512," students explore the political life of Florence, a fragile republic struggling to remain free from Medici control. In "Henry VIII and the Reformation Parliament," they experience a fundamental shift in the nature of government as a result of England's break with the Roman Catholic Church. This course draws students into history, promotes engagement with big ideas, and improves intellectual and academic skills.

**HIST 333 | EUROPE 1600-1800****Units: 3-4**

Focuses on the great age of statebuilding that followed the end of the Thirty Years' War (1618-48). Topics include the cultural ascendancy of Louis XIV's France, the commercial wars of the 17th and 18th centuries, the development of an ancient regime, and the forces contributing to the Age of Enlightenment.

**HIST 335 | THE VICTORIANS IN LITERATURE & FILM****Units: 3 Repeatability: No**

This course explores the history of Great Britain during the long reign of Queen Victoria (r. 1837-1901) as viewed through the lens of modern filmmakers. Subjects include industrialization and class conflicts; political contestations over citizenship, race, and belonging; changing gender roles and sexual mores; military and diplomatic conflicts; medical and scientific knowledge; and the flourishing of popular literature and culture. Readings and assignments will draw upon literature, images, films, and both scholarly and primary texts from and about the Victorian Era. Students examine the contested nature of British national identity through films and television series that use the past to speak to the present. They also learn how to analyze film as both a visual and narrative art form.

**HIST 339 | AMERICANS IN PARIS THROUGH WAR AND PEACE****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 1****Non-Core Attributes: International**

This course is designed to explore the impact of Americans in Paris (and the impact of Paris on Americans) from the American Revolution to the present. We will analyze the history of France through the lens of Franco-American relations. To do so, we will examine how the Franco-American alliance formed and solidified as well as how it has been challenged and represented over the centuries during times of war and peace. We will combine classroom lectures, class discussions of the readings, use of film and documentary excerpts, memoirs, novels, newspapers, and site visits to understand what it means to be an American in Paris, beginning with Benjamin Franklin and ending with you. In particular, much of the class will revolve around discussing the readings and then finding (scavenger hunt) and analyzing the symbols, statues, monuments, cafes, stores, and streets that represent over 200 years of Franco-American history. I wonder how Jefferson would feel today, being just one of the 36 million visitors who make their way to Paris this year.

**HIST 340 | WORLD WAR I****Units: 3**

This course will examine the era of the Great War of 1900-1919. The origins of this global conflict included the decline of Pax Britannica in the 19th century, the rise of German nationalism, Balkan pan-slavism, and colonial rivalries. During this era, the old order dominated by European monarchies was swept aside by social revolutions, new ideologies, and a military conflict that cost 10 million lives. Modernism rose from the ashes of Victorian culture, and the new science transformed world thought.

**HIST 341 | WORLD WAR II****Units: 3**

This course examines the origins of World War II, the economic and political challenges to interwar societies, the rise of the dictators, the experience of war and occupation, the holocaust, and the military struggle that led to millions of deaths and gave birth to the United Nations. Special topics include the Experience of Collaboration and Resistance in Europe, Civilians during World War II, the role of various professions, youth, and women during World War II.

**HIST 342 | FROM SUBJECTS TO CITIZENS: NATION BUILDING IN FRANCE AND INDIA****Units: 3 Repeatability: No****Core Attributes: Oral communication competency, Historical Inquiry area**

This course explores the birth of the modern nation state through the use of interactive role-playing games. Students "become" French revolutionaries inspired by Jean-Jacques Rousseau in "Rousseau, Burke, and Revolution in France, 1791." They adopt the roles of Hindus and Muslims seeking to wrest political control away from the British Empire in "India on the Eve of Independence, 1945." Students develop a deep understanding of nation building in France and India; they also explore how class conflict, religious divisions, and ethnic tensions contribute to the birth of nations.

**HIST 343 | HISTORY OF GERMANY SINCE 1945****Units: 3 Repeatability: No**

This course on postwar German history examines the two Germanies, one communist, one capitalist through topics such as the different approaches to the legacy of National Socialism, challenges of reconstruction, and responses to Americanization and Sovietization in politics, art, and mass culture. A focus will be everyday life in East and West Germany. Further topics include opposition, from 1968 student movements to the terrorism of the 1970s and the peace movements of the 1980s, as well as the fall of the Berlin Wall and unification.

**HIST 346 | TOPICS IN MEDIEVAL AND EARLY MODERN EUROPE****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

This course may focus on medieval or early modern European history with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics courses may offer the chance to study the Crusades, Queen Elizabeth I, or the French Revolution in considerable depth. The course may be repeated as topics vary.

**HIST 347 | TOPICS IN MODERN EUROPE****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

This course may focus on modern European history with an emphasis on power and politics, gender, art and architecture, and/or economic and social change. Special topics courses may offer the chance to study the rise of London, Paris, and Vienna; Women's Rights; or the Cold War in considerable depth. The course may be repeated as topics vary.

**HIST 348 | FRANCE IN REVOLUTION AND WAR****Units: 3 Repeatability: No**

This course is designed to explore the development of France from the Enlightenment to the present. Major themes in the lectures and readings include the political evolution of the country as France moved from an absolute monarchy to the current Fifth Republic, the lasting impact of revolution and war on French society, and the efforts of political, social, economic, and cultural change on individuals' everyday lives.

**HIST 349 | THE VIETNAM WARS****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course examines the nature and consequences of the wars fought in and around Vietnam since the 1940s, with particular attention paid to the long period of direct American involvement (1964-1973). These events will be considered in relation to Vietnam's history, American politics and society, the nature of war itself, and the legacy of the war and its meaning in American and Vietnamese memory today. This course emphasizes the contrasting viewpoints on the Vietnam Wars — we will be exploring views from Northern and Southern Vietnamese, French and American soldiers, anti-war protestors, government officials, and ordinary citizens caught in the war. Students will discuss the various perspectives, forming their own conclusions about how and why the United States became involved in the war.

**HIST 350 | ENGLAND 1348-1688: PLAGUE TO REVOLUTION****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

This course surveys the development of the British Isles from the late Middle Ages through the seventeenth century using interactive role-playing games, part of the award-winning "Reacting to the Past" curriculum. Games may include "1349: Plague Comes to Norwich," which explores the impact of the bubonic plague on a late medieval English town; "Stages of Power: Marlowe and Shakespeare, 1592," in which students become members of rival acting companies during the Elizabethan era, a period of political and religious conflict; and "Politics, Religion, and the Rise of the Public Sphere, 1685-1688," which focuses on the turbulent political debates that preceded the Revolution of 1688. This course draws students into history, promotes engagement with big ideas, and improves intellectual and academic skills.

**HIST 351 | MODERN BRITAIN****Units: 3-4**

This course surveys the remarkable history of the British Isles from the end of the Napoleonic Wars to the present day. Topics include sex and society in Victorian Britain, empire and decolonization, the impact of two World Wars, Thatcherism, and the rise of New Labour.

**HIST 352 | VICTORIAN BRITAIN AND THE WORLD****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 2**

This course follows the history of the United Kingdom during the reign of Queen Victoria (r. 1837-1901), focusing on how the Empire, far from being something that existed beyond the seas of the average Briton, shaped the very core of British cultural and social institutions. It focuses on the efforts of British women to increase their place in both the domestic and larger imperial aspects of British politics, as well as the movement of colonized peoples from 'out there' to the heart of the empire. In the course of this class, we will study revolutions, international wars, colonial conquests, worker's protests, missionary letters, and London's criminal back alleys in order to better understand the often misunderstood Victorian period.

**HIST 353 | TOPICS IN RUSSIAN AND EAST EUROPEAN HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

A critical analysis of themes and issues in the history of Russia and Eastern Europe. Topics may include Russia in Revolution, Russia since Peter the Great, and the Crisis in the Balkans. Students may repeat the course for credit when the topic changes.

**HIST 354 | HISTORY OF SPAIN****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course covers the history of Spain from the rise of the Bourbon monarchy to the present. It looks at the impact of the Napoleonic invasion and the rise of political strife in the 19th and early 20th centuries. It also examines the Second Republic, the trauma of the Spanish Civil War, the dictatorship of Franco, and the transition to democracy following the restoration of Juan Carlos. This course is offered at USD's Madrid Center.

**HIST 355 | ANCIENT NEAR EAST****Units: 3 Repeatability: No**

This course explores cradles of civilization in Ancient Mesopotamia and Egypt. An introduction to early man is followed by a survey of Sumerian, Babylonian, Egyptian, Hittite, Phoenician, and Hebrew cultures, as well as the Assyrian and Persian imperialism that replaced them. Course covers the period through Cyrus the Great.

**HIST 358 | TOPICS IN MODERN WORLD HISTORY****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

An in-depth investigation into a variety of recent historical events that have affected the United States in its world setting. Selected topics will be announced in each semester's class schedule. This course may be repeated for credit when the topic changes.

**HIST 359 | MODERN MIDDLE EAST****Units: 3**

An inquiry into the historic Middle East emphasizing the growth and decline of the Ottoman Empire, Arab and Jewish nationalism, and the paths to independence.

**HIST 361 | MODERN LATIN AMERICA****Units: 3**

Covers Latin America from the start of the independence movements in 1810 to the present. Includes discussion of independence and the struggle of new states to modernize; Church-state frictions; urbanization and the emergence of populist politics; industrialization; the Cuban Revolution and other revolutionary movements; military dictatorships; redemocratization in the 1980s and 1990s; and democratic consolidation and contemporary challenges in the 21st century.

**HIST 362 | TOPICS IN LATIN AMERICA HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Historical Inquiry area**

A study of specific topics and themes in the history of Latin America, such as the role of religion and the Catholic Church, 20th-century revolutions and social upheaval, Latin America through film, and the history of particular groups, including Amerindians, women, and rural and urban workers. Students may repeat the course for credit when the topic changes.

**HIST 363 | HISTORY OF BRAZIL****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 1**

This course examines the diverse cultures, ethnicities, and historical developments of Latin America's largest nation, one of the world's top-ten economies. Topics include European colonization, slavery, economic cycles, independence, the drive to become an industrial power, the military regime of 1964-85, democratic consolidation, Brazil as a new economic giant, and gender and environmental issues.



**HIST 364 | TOPICS IN ASIAN HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Historical Inquiry area, Global Diversity level 1**

An in-depth look at special themes and issues in the history of Asia, including such topics as Chinese History Through Film, Asian Women and Popular Culture, and a Study-Abroad course China: A History Journey. This course may be repeated for credit when topics change.

**HIST 365 | CHINA: RISE TO GLOBAL POWER****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course covers Chinese history from the first Opium War (1839-42) to the present. It examines the indigenous factors of Chinese history and culture, the influence of the West, and the interaction between the two. Major sections of the course include reforms and uprisings during the last phase of the Qing dynasty, the Republican Revolution of 1911, the Nationalist Movement, Sino-Western relations during the Pacific War, the development of Chinese communism, the various political, social and economic campaigns during the Maoist era as well as the progress and problems in the period of modernization.

**HIST 366 | JAPAN: SAMURAI TO SUBARU****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course covers Japanese history from the Meiji Transformation in 1868 to the present. It analyzes the unique characteristics of the samurai culture, Japan's response to the West in the 19th century, and its transition into the modern era. It examines the rise of Japanese imperialism and militarism, Japanese-American relations before and after Pearl Harbor, the role of Japan's constitutional monarchy, its economic miracle during the post-World War II period, as well as its contemporary social and cultural developments.

**HIST 367 | WOMEN'S LIVES IN EAST ASIA****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Global Diversity level 1**

This course examines the historical experiences of women in East Asian societies, with an emphasis on women in China and Japan. It discusses their traditional practices of foot-binding and samurai rituals within broader historical contexts, studies their involvements in wars and revolutions, and analyzes their role in shaping the contemporary culture as well as their dynamics and dilemmas in the process of economic modernization. The class also seeks to dissect the intricate connections between the various isms, such as Confucianism, nationalism, militarism, communism and commercialism, and women's lives in East Asia.

**HIST 370 | U.S. ENVIRONMENTAL HISTORY****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This class will introduce students to U.S. environmental history, a field that explores the relationship between humans and the natural world over time. On the one hand, we will examine how non-human nature (soil, natural disasters, disease, climate, etc.) shaped the course of U.S. history. On the other, we will explore how Americans gave meaning to non-human nature, used technologies to manage and control natural systems (as well as the inevitable side effects of those efforts), and challenged unsustainable practices of corporate America. Throughout, we will remain attentive to what the historical dance between Americans and non-human nature tells us about race, class, and gender.

**HIST 372 | UNITED STATES-EAST ASIA RELATIONS****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course explores the development of relations between the United States and East Asian countries (primarily China, Japan and Korea) since the mid-19th century. It examines the economic, social, cultural, and political forces on both sides of the Pacific that have helped to shape the history of their mutual relations. Major topics include the U.S. participation in China's international treaty system in the 19th century, the American role in 'opening' Japan and efforts at establishing a new order in the Pacific, the triangular relations among the U.S., Japan, and China during World War II, American involvement in Korea and Vietnam, and contemporary U.S.-East Asian relations.

**HIST 373 | ARMED CONFLICT AND AMERICAN SOCIETY****Units: 3 Repeatability: No**

This course explores armed conflict and its effects on U.S. society by examining the nature, course, and consequences of wars the United States has fought from the American Revolution to the present. Three themes are emphasized: the effects of war on the individual, the intended and unintended consequences of armed conflict both at home and abroad, and the changing nature of warfare, of the U.S. armed forces, and of the United States itself.

**HIST 374 | CIVIL WAR AND RECONSTRUCTION****Units: 3**

History of the United States from 1846 to 1877 with special emphasis on the political, economic, social, and military aspects of conflict between the North and the South. Includes the causes of the war, military strategy, the aftermath, and its effects on the United States in later years.

**HIST 375 | TOPICS IN U.S. HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Topics may include any period in U.S. History, from Pre-Columbian Native America to the early twenty-first century, or any thematic topic in U.S. history. May be repeated for credit when the topic changes.

**HIST 376 | U.S. FOREIGN RELATIONS IN THE LONG 19TH CENTURY****Units: 3 Repeatability: No**

This course – the first of a two-part, upper division sequence on the history of American foreign relations – covers the period from 1775 to 1914. Three issues, in particular, are emphasized: the problems of the young republic in conducting diplomacy; the ways in which America's vision of itself as "a city upon a hill" and its belief in Manifest Destiny led to 19th-century U.S. expansionism; and the emergence of the United States as a world power.

**HIST 377 | TWENTIETH CENTURY U.S. FOREIGN RELATIONS****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course – the second of a two-part, upper division sequence on the history of American foreign relations – covers the period from 1914 to the present. Three issues, in particular, are emphasized: the tension between isolationism and interventionism from World War I through World War II, culminating in the emergence of the United States as a superpower; the Soviet-American confrontation following World War II and the globalization of this confrontation during the 1950s and 1960s; and finally, the evolution of U.S. Foreign Relations through the 1970s and 1980s, the end of the Cold War, and 9/11 to today, when, for now, the United States remains the undisputed leader in world affairs. In particular, we will focus on the increasingly important role of world public opinion in the late 20th and early 21st century.

**HIST 378 | THE HISTORY OF WORLD WAR I AND WORLD WAR II THROUGH LITERATURE AND FILM****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

This course is designed to explore the origins, operations, and consequences of World War I and World War II. In particular, we will examine combat experiences, the role of new technologies, nationalism, and civilians caught in war. We will examine the two wars from the American, European, and Asian perspectives through novels, memoirs, documents, poetry, first-hand accounts, oral histories, propaganda, documentaries, and films.

**HIST 380 | HISTORY OF THE AMERICAN WEST****Units: 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; World War II 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.

**HIST 381 | AMERICAN INDIAN HISTORY****Units: 3**

This course surveys American Indian history from Pre-Columbian times to the present. Topics include: Pre-Columbian Native America; Spanish, English, and French invasions; Indians and the colonial period; Indian Removal; Indians and American expansion in the Far West; the reservation system, allotment, and federal Indian education; the Indian New Deal; termination, relocation, and the growth of urban Native America; and Indian militancy, cultural accommodation and revitalization, and the ongoing struggle for sovereignty.

**HIST 382 | THE SPANISH SOUTHWEST****Units: 3**

Discovery, exploration, and settlement by Spain of the North American region with particular emphasis on the regions settled by Spain. Includes the history of the native Indian inhabitants and the role of Mexico after 1821. Generally covers the period from 1500 to 1848.

**HIST 383 | CHICANO/A/X HISTORY****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Domestic Diversity level 2**

This class will examine the history of the Mexican and Mexican-origin people who inhabit what is now the American Southwest and northern Mexico. The class will begin by discussing the Mesoamerican civilizations of central Mexico, and move on to examine the Spanish conquest, the fight for Mexican independence, and the U.S.-Mexican War. At that point, the class will shift its focus to the United States and discuss westward expansion, Anglo-Mexican conflict in states such as Texas, New Mexico, and California, and the formation of Mexican-American culture. The class will conclude by examining the origins of Chicano nationalism, the rise of the farm workers’ movement, and the cultural and economic impact of Mexican immigration. At appropriate points throughout the semester, the class will discuss gender relations, the role of religion, and the formation of popular culture to understand how Mexican culture developed in various parts of the United States.

**HIST 384 | HISTORY OF MEXICO****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area**

A history of Mexico from earliest times to the modern era. Includes a survey of indigenous civilizations; Spanish conquest and influences; the U.S.-Mexican War; the dictatorship of Porfirio Diaz; the Mexican Revolution; political development since the 1920s; the Tlatelolco Massacre of 1968; the rise of the Institutional Revolutionary Party; democratization starting in 1988; and U.S.-Mexican relations.

**HIST 385 | AFRICAN AMERICAN WOMEN****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Domestic Diversity level 2**

This course examines the economic, cultural, social, and political history of African American women. Through a combination of books, primary sources, and media the course traces how gender, race, sexuality, and class interact and intersect to contour black women’s realities in the United States. We will concern ourselves with the mechanisms that suppress African American women’s lives and bodies, as well as illuminate their modes of resistance. Throughout the class we will listen to black women, who from their unique positioning in the margins, have made visible the makings of injustice and have long worked on imagining and procuring an equitable society. By moving black women from their historically marginal position in curriculum to the center of our attention, we will begin to explore ways of transforming knowledge about the nation’s past and present, as well as its application. Centrally, we will assess how the stories and narrations of historians – as well as other scholars, writers, film makers and others have functioned to either preserve or contest the margins that contain black women’s voices. Our readings, discussion, and writing will explore topics such as black feminism and intersectionality, labor activism, family and community, the Civil Rights Movement, Black Power, and contemporary cultural politics.

**HIST 388 | ART AND ARCHITECTURE IN CALIFORNIA****Units: 3 Repeatability: No**

This course looks at the way in which Californians adopted and transformed European architectural and artistic forms to create what boosters described as “a new Eden.” It discusses the rise and fall of the Victorian, the re-invention of “Spanish” style with Mission Revival architecture, the origin of the craftsman bungalow, and the rise of modernism in California and the West. Emphasis throughout will be on the personalities, political events, and social forces that shaped the development of art and architecture from 1800 to the present.

**HIST 389 | HISTORY OF CALIFORNIA****Units: 3 Repeatability: No****Core Attributes: Historical Inquiry area, Domestic Diversity level 2**

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

**HIST 390 | TOPICS IN PUBLIC HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

An in-depth examination of an area in public history, a field that engages the public with the past. Classes might focus on oral history, digital history, historical preservation, memory and history, museum/archival work, or historical documentary filmmaking. Can be repeated for credit.

**HIST 392 | HISTORY IN THE COMMUNITY****Units: 4 Repeatability: No****Non-Core Attributes: Experiential**

Public history has two primary meanings. First, public history refers to the history work that goes on outside the academy. Public historians typically work in museums, libraries, national and state parks, and tourist sites. Second, public history refers to the ways in which the public (a nation, a minority group, a neighborhood) makes meaning by creating and maintaining a sense of the past. Through fieldtrips, projects, discussion, readings, and a community service project/internship, we will explore larger theoretical issues as well as the practical work of public historians. History majors should first take HIST 200, but this class is open to all students who have fulfilled their lower-division history core requirement.

**HIST 393 | MUSEUM STUDIES AND HISTORIC PRESERVATION****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

This course provides an introduction to current ideas about the relationship between historians, communities, and cultural memory. Students will evaluate museums and virtual exhibits and consider debates about the politics of memory and visual display. They will also explore ethical and professional issues faced by curators and historians working in museums, preservation offices, archives, and state historic parks. Finally, they will develop a research paper based on their observation and experience of a museum or historic site.

**HIST 394 | SPECIAL TOPICS IN HISTORY****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Special Topics in History. Students may repeat the course for credit when the topic changes.

**HIST 398 | INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This internship provides students a practical experience in a field setting with a community partner under professional supervision. The Internship is designed to develop skills inherent to historical methodologies, including researching, writing, analysis, critical thinking, and information literacy. Students select an internship in an area of interest that is appropriate for application of historical methodologies and may be assigned to the City or County of San Diego, the San Diego History Center, Lambda Archives, the San Diego Chinese Historical Museum, a local historical society, or a similar institution.

**HIST 490 | INTRODUCTION TO SENIOR SEMINAR****Units: 1**

Prerequisites: HIST 200

Offered each fall semester, this one-unit course prepares students for History 495W, Senior Seminar. Students will learn skills (such as essential research methods; rules of proper citation; and the ability to navigate through library holdings, appropriate databases, and archives) essential for the successful completion of a senior thesis. Working closely with their instructor and their advisor, students will also identify a research question that will serve as the basis of their senior thesis, generate an extensive bibliography of primary and secondary sources, and write a research proposal.

**HIST 492 | HISTORY TUTORING IN CITY HEIGHTS****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

In conjunction with the International Relief Committee, tutor City Heights high school students in history. This experience is especially recommended for students interested in becoming history teachers. This class requires 40 hours of on-site tutoring. This class is only offered for one unit.

**HIST 495 | SENIOR RESEARCH SEMINAR****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: HIST 490

This course, offered each spring semester, is the capstone for the history major and will satisfy the Advanced Writing requirement in the core curriculum.

**HIST 496 | RESEARCH ASSISTANTSHIP****Units: 1-3 Repeatability: No**

Work as a research assistant on a project conducted by a history faculty member. Students might work in archives, survey secondary literature, translate documents, make maps, and/or attend conferences. Requires the consent of the instructor. One unit/40 hours; two units/ 80 hours; three units/120 hours.

**HIST 498 | INTERNSHIP (ADVANCED INTEGRATION)****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

This Advanced Integration internship provides history students a practical experience in a field setting with a community partner under professional supervision. The Internship is designed to develop skills inherent to historical methodologies, including researching, writing, analysis, critical thinking, and information literacy. A final project incorporates integrative learning where students synthesize and apply knowledge and skills from multiple perspectives in a variety of contexts and make connections between curricular and co-curricular activities. Students select an internship in an area of interest that is appropriate for both application of historical methodologies as well as the final project. Interns may be assigned to the City or County of San Diego, the San Diego History Center, Lambda Archives, the San Diego Chinese Historical Museum, a local historical society, or a similar institution.

**HIST 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Directed readings, a special project, or a research paper for History majors of high scholastic standing. Consent of the department chair must be obtained. The maximum of three units will be allowed only under special circumstances.

## Honors (HNRS)

**HNRS 495 | HONORS SENIOR THESIS SEMINAR****Units: 1-3 Repeatability: No**

The Honors Thesis Seminar is the capstone course for all graduating students in the Honors Program. In this class, students present a public seminar on their independent, scholarly research, as well as submit a written thesis that describes their research in detail.

**HNRS 496 | HONORS THESIS PREP****Units: 1-4**

Prerequisites: Passing the appropriate departmental placement test within the previous year

**HNRS 497 | UNDERGRADUATE TEACHING ASSISTANT****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Honors**

Prerequisites: Passing the appropriate departmental placement test within the previous year

**HNRS 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: Passing the appropriate departmental placement test within the previous year

Students may earn up to 3 Honors credits for research towards their Honors thesis.

# Industrial/Systems Engineering (ISYE)

## ISYE 220 | ENGINEERING ECONOMICS

**Units: 3 Repeatability: No**

Prerequisites: ISYE 330 (Can be taken Concurrently)

Principles of financial analysis appropriate for evaluating the economic impact of engineering projects. Three hours lecture weekly.

## ISYE 294 | SPECIAL TOPICS IN INDUSTRIAL AND SYSTEMS ENGINEERING

**Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics seminar in areas of special interest to Industrial & Systems Engineering. May be repeated for credit with a different topic. Upper division standing in the ISYE major.

## ISYE 299 | INDEPENDENT STUDY

**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

## ISYE 305 | INDUSTRIAL AND SYSTEMS ENGINEERING PROFESSIONAL PRACTICE

**Units: 3 Repeatability: No**

**Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: FYW 150 and ISYE 310 (Can be taken Concurrently)

An introduction to professional skills needed for success in industry including written communication, oral communication, teamwork, leadership skills, and career management. Topics and projects include iterative writing process, literature reviews, technical reports, peer review techniques, self-awareness, emotional intelligence, personal branding, and global/intercultural awareness. Three hours lecture weekly.

## ISYE 310 | WORK ANALYSIS AND DESIGN

**Units: 4 Repeatability: No**

Prerequisites: ISYE 330 (Can be taken Concurrently)

Introduction to the fundamental methods for analyzing and designing procedures to perform operations in the workplace. Includes time and motion study, methods improvement and workplace design. Three hours lecture and one three-hour laboratory weekly. Junior standing in engineering. Fall semester.

## ISYE 320 | INTRODUCTION TO SYSTEMS ENGINEERING

**Units: 3 Repeatability: No**

Prerequisites: ISYE 220 with a minimum grade of C- and ISYE 330 with a minimum grade of C- and ISYE 305

This course introduces the theory and methods used to design and analyze systems. System life-cycle principle and different stages of the system development process are examined, practiced and applied to create integrated solutions to an engineering problem.

## ISYE 330 | ENGINEERING PROBABILITY AND STATISTICS

**Units: 3 Repeatability: No**

**Core Attributes: Quantitative reasoning comp**

Prerequisites: MATH 151

Introduction to probability and applied statistics within an engineering context. Topics include probability, discrete and continuous probability distributions, and statistical tests and confidence intervals for one and two samples. Three hours lecture weekly. Fall and Spring semesters.

## ISYE 335 | SIX SIGMA - PROCESS IMPROVEMENT METHODS

**Units: 4 Repeatability: No**

Prerequisites: ISYE 310 and ISYE 330 with a minimum grade of C-

Application of statistics to improving quality and productivity. Introduction to Six Sigma quality methodology and the DMAIC (define, measure, analyze, improve, and control) problem-solving strategy for continuous quality improvement. Three hours lecture and one three-hour laboratory weekly. Spring semester.

## ISYE 340 | OPERATIONS RESEARCH I

**Units: 3 Repeatability: No**

Prerequisites: (MATH 310 or MATH 320)

Deterministic models and methods in operations research. Simplex method, sensitivity analysis, integer programming and network algorithms. Emphasis on modeling and interpreting solutions to problems encountered by industrial and systems engineers. Three hours lecture weekly.

## ISYE 350 | MANUFACTURING PROCESSES

**Units: 3 Repeatability: No**

Prerequisites: (MENG 311 or ENGR 311) and MENG 210

Corequisites: ISYE 350L

Description, classification and analysis of manufacturing processes used in the transformation of different raw materials (e.g. metals, polymers, composites, etc.) into consumer or capital goods. Topics include: analysis of variables that affect process operations, performance, quality, cost, sustainability and the design of process plans.

## ISYE 350L | MANUFACTURING PROCESSES LABORATORY

**Units: 1 Repeatability: No**

Corequisites: ISYE 350

Applications of theoretical concepts learned in the Manufacturing Processes lecture class to design products, develop computer codes for machining, and produce parts out of various starting materials such as metals and plastics while considering quality, cost and sustainability implications. Manufacturing methods include, but not limited to: computer numerical control (CNC) machining, computer-aided manufacturing (CAM), welding, plastics forming, and design for manufacturing and assembly.

## ISYE 380 | SUSTAINABILITY AND ENGINEERING

**Units: 3 Repeatability: No**

The course provides an interdisciplinary overview of the engineering roles and opportunities to improve the sustainability of engineering products, processes and systems. Topics include carbon footprint, life cycle assessment, design for sustainability, wastes and recycling, energy and water.

## ISYE 385 | TECHNOLOGY, ENVIRONMENT AND SOCIETY

**Units: 3 Repeatability: No**

Prerequisites: ISYE 380

An interdisciplinary course that evaluates options for improving energy and resource productivity from the perspective of technology, economics, natural ecosystems, and public policy. Course covers methods for analyzing the environmental impacts of industrial and consumer activities. Topics include industrial ecosystems, life cycle assessments, and policy options for environmental sustainability. Analysis of the balance between resource availability and demand, and the relationship between energy use and technology will be explored.



**ISYE 391W | INDUSTRIAL AND SYSTEMS ENGINEERING PROFESSIONAL PRACTICE****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: ISYE 310 (Can be taken Concurrently)

Development of skills and knowledge needed to successfully manage projects in ISyE. Topics include project management, teamwork, the role of ISyE in an organization, career planning, formal memo writing, oral and written reports incorporating peer review, iterative drafting techniques, and formal final multimedia presentation incorporating peer review. Three hours lecture weekly.

**ISYE 410 | HUMAN FACTORS****Units: 3 Repeatability: No**

Prerequisites: ISYE 330

An introduction to the field of ergonomics/human factors engineering. Principles of workplace and environmental design to conform to the physical and mental abilities and limitations of people are presented.

**ISYE 420 | SIMULATION OF PRODUCTION AND SERVICE SYSTEMS****Units: 4 Repeatability: No**

Prerequisites: (ENGR 121 or COMP 110) and ISYE 440

Modeling and analysis of systems using computer-based discrete event simulation. Principles of modeling, validation, and output analysis are developed using high-level simulation languages. Three hours lecture and one three-hour laboratory weekly. Fall semester.

**ISYE 430 | DESIGN AND ANALYSIS OF ENGINEERING EXPERIMENTS****Units: 3 Repeatability: No**

Prerequisites: ISYE 335

Systematic application of statistical techniques to the design and analysis of engineering experiments. Application of experimental design to develop models and improve quality and performance of products, processes, and services. Topics will include analysis of variance, single factor experiments, factorial and fractional factorial experimental designs, screening designs, optimality designs, and response surface designs. Fall semester.

**ISYE 440 | OPERATIONS RESEARCH II****Units: 3 Repeatability: No**

Prerequisites: ISYE 330 with a minimum grade of C- and ISYE 340

Methods for developing and analyzing stochastic operations research models. Topics include Poisson processes, Markov processes, queuing, and decision theory. Three hours lecture weekly. Spring semester.

**ISYE 450 | MANUFACTURING SYSTEMS****Units: 3 Repeatability: No**

Prerequisites: ISYE 350 and (ENGR 121 or COMP 110 or COMP 150)

Introduction to principles of manufacturing automation and analysis of automated systems. Topics include process and machine control, control systems, programmable logic controllers, robotics, computer vision and material handling systems. Two hours lecture and one two-hour laboratory weekly. Fall semester.

**ISYE 460 | OPERATIONS AND SUPPLY CHAIN MANAGEMENT****Units: 3**

Prerequisites: ISYE 220 and ISYE 340

Concepts in planning, controlling, and managing the operations function of manufacturing and service firms. Topics include operations strategy, forecasting, capacity, production planning and control, and trends in operations and supply chain management. Emphasis on the development and use of mathematical models and algorithms used to analyze and improve the use of material, labor and information in various processes. Three hours lecture weekly. Spring semester.

**ISYE 470 | FACILITIES PLANNING****Units: 3 Repeatability: No**

Prerequisites: ISYE 310 and ISYE 340

Analysis and design of production and service facilities. Analytical and computer-based techniques to assist with strategic planning, process design, material handling and flow, layout and facility location. Three hours lecture weekly. Fall semester.

**ISYE 480 | DATA SCIENCE AND ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: ISYE 330 and (ENGR 121 or COMP 110)

Course explores different types of statistical methods for analyzing data. The course begins with a focus on measurement, inferential statistics, and causal inference. Then different techniques are applied for analyzing and viewing data with a strong focus on applying this knowledge to real-world data problems. Topics in quantitative techniques include descriptive and inferential statistics, regression, classification, clustering, and machine learning (ML) algorithms. Three hours of lecture weekly.

**ISYE 491 | ISYE SENIOR DESIGN PREPARATION****Units: 1 Repeatability: No**

Corequisites: ISYE 420, ISYE 430, ISYE 470

In this course, students will complete preliminary work to prepare for ISYE 492 Senior Design Project. This includes project sponsor onboarding logistics/paperwork and drafting preliminary project charter including problem statement and Gantt chart.

**ISYE 492 | INDUSTRIAL AND SYSTEMS ENGINEERING DESIGN PROJECT****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: ISYE 220 and ISYE 310 and ISYE 320 and ISYE 335 and ISYE 350 and ISYE 420 and ISYE 470

Capstone Senior design project. Application of principles of Industrial & Systems Engineering from throughout the curriculum to a design project. Written and oral reports, design reviews, final project report and presentation. Spring semester.

**ISYE 494 | SPECIAL TOPICS IN INDUSTRIAL AND SYSTEMS ENGINEERING****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics seminar in areas of special interest to Industrial & Systems Engineering. May be repeated for credit with a different topic. Upper division standing in the ISYE major.

**ISYE 496 | ISYE UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A faculty-directed research project supervised by a faculty mentor in the Industrial and Systems Engineering department. Project deliverables could include (but are not limited to) literature research, project planning, experimental designs and execution, data collection/analysis, hypothesis testing, model validation, and report writing. Course may be taken pass/fail or for letter grade, 1 – 3 semester units, and may be repeated for credits with a maximum of 3 units counted towards ISyE program elective requirement (with letter grade only). Requires departmental approval of Undergraduate Research form prior to registration.

**ISYE 498 | INTERNSHIP/CO-OP EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Directed upper division level internship/ co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit.

**ISYE 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

## Information Technology Mgmt (ITMG)

**ITMG 100 | INFORMATION SYSTEMS****Units: 3****Core Attributes: First Yr Integration (LC Only)**

An introductory course on how technology and information systems impact business organizations. In addition to learning business information systems best practice you learn each of the four Microsoft Office (Excel, Access, Word and PowerPoint) software applications and be able to apply them successfully to problem solving scenarios. This course will also prepare you to take the Microsoft Office Specialist Certification in Excel.

**ITMG 294 | SPECIAL TOPICS IN INFORMATION TECHNOLOGY MANAGEMENT****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in information technology management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ITMG 310 | BUSINESS & ORGANIZATIONAL APPLICATION PROGRAMMING & DEVELOPMENT****Units: 3**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The study of advanced methods and techniques in decision support application development using spreadsheet, database, and visual programming software. The course enables students to solve business problems by integrating tools including spreadsheets, database, programming languages, and the Internet. The course stresses development of complete, turnkey systems with programming facilities available in decision support software programs. Heavy emphasis is placed on developing programming skills for business and organizational applications.

**ITMG 320 | DATABASE DESIGN AND BUSINESS INTELLIGENCE IMPLEMENTATION****Units: 3**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

The theory and practice of designing and modifying database management information systems for the use of business intelligence implementation. Topics include: best practices in data modeling, data normalization, and database design; database implementation methods for business use; and the use and evaluation of alternative database management software packages. Instructional methods include lecture, demonstrations, group problem-solving exercises, database design and business intelligence implementation projects, and student presentations.

**ITMG 330 | ELECTRONIC COMMERCE****Units: 3**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course will help you better understand the emerging online technologies and trends and their influence on the electronic commerce marketplace. Topics include the Ecommerce fundamentals, Ecommerce business strategy, supply chain management, customer relationship management, and implementation of ecommerce such as analysis, design and maintenance.

**ITMG 340 | INTRODUCTION TO WEB SITE DESIGN****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Creating websites for business purposes, and learn the essential tools for web site development. The instruction will include planning a web site, understanding the principles and elements of web site design, page optimization, and evaluating web site effectiveness. Teaching methods include mostly hands-on skill building using the latest software available for web design.

**ITMG 350 | MANAGEMENT INFORMATION SYSTEMS****Units: 3**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

A management-oriented overview of information systems with an emphasis on ways to analyze and use information technologies from the perspective of a business professional. The emphasis is threefold: to understand an analytic, integrative approach for thinking about (information) systems; to understand the uses of information technology to the success of organizations and competitive advantage; and to reinforce your skills using the latest server and Internet applications for managerial problem-solving and productivity. Topics include: international competitive uses of information systems; various ways of using information technologies in business processes, products, and services; impacts of information systems on the productivity of individuals and organizations; methods of information management decision making; factors leading to successful implementation of information systems; and threats and risks associated with information systems. Instructional methods include lecture, case study analysis, hands on training with current business software, community service-learning, technical writing, and presentations.

**ITMG 360 | COMPUTER NETWORKS, SECURITY, AND FORENSICS****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course is designed to give the student a thorough understanding of the existing use of data communication networks, information security and computing forensics. Students will also learn about future developments in the area of telecommunications. Topics include: various protocols, topologies, and configuration used in modern data communications networks; the characteristics, engineering, and economic trade-offs among essential network hardware and software components; and current telecommunications industry standards and emerging technologies. Hands-on projects introduce students to the nuances of design, implementation, and management of computer networks in real-world environments using prevailing networking software.

**ITMG 376 | GIS APPLICATIONS IN BUSINESS****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An introduction to geospatial, or geographic, information systems (GIS) applied to organizational and environmental decision-making applications. The course provides background knowledge to identify spatial characteristics of many decision-making situations and to integrate spatial thinking and GIS analysis into the student's academic studies and career. The course includes hands-on laboratory tutorials and projects using ArcGIS 10 desktop GIS software.

**ITMG 440 | INTERACTIVE MOBILE AND WEB APPLICATION DEVELOPMENT****Units: 3 Repeatability: No**

Prerequisites: ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course is designed to give the student a thorough understanding of the existing use of data communication networks, information security and computing forensics. Students will also learn about future developments in the area of telecommunications. Topics include: various protocols, topologies, and configurations used in modern data communications networks; the characteristics, engineering, and economic trade-offs among essential network hardware and software components; and current telecommunications industry standards and emerging technologies. Hands-on projects introduce students to the nuances of design, implementation, and management of computer networks in real-world environments using prevailing standard networking software.

**ITMG 494 | SPECIAL TOPICS IN INFORMATION TECHNOLOGY MANAGEMENT****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)  
An in-depth analysis of selected topics in information technology management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**ITMG 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of information technology management under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**ITMG 498 | INTERNSHIP IN I.S./E.C.****Units: 1-3**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-)

**ITMG 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)  
Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

## Intercollegiate Athletics (IATH)

**IATH 010 | PRACTICE SCHEDULES****Units: 0****IATH 100 | BASEBALL****Units: 1****IATH 101 | BASKETBALL MEN****Units: 1****IATH 102 | BASKETBALL WOMEN****Units: 1****IATH 103 | CREW MEN****Units: 1****IATH 104 | CREW WOMEN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****IATH 105 | CROSS COUNTRY MEN****Units: 1****IATH 106 | CROSS COUNTRY WOMEN****Units: 1****IATH 107 | FOOTBALL****Units: 1****IATH 108 | GOLF****Units: 1****IATH 109 | SOCCER MEN****Units: 1****IATH 110 | SOCCER WOMEN****Units: 1****IATH 111 | SOFTBALL WOMEN****Units: 1****IATH 112 | SWIMMING AND DIVING****Units: 1****IATH 113 | TENNIS MEN****Units: 1****IATH 114 | TENNIS WOMEN****Units: 1****IATH 115 | VOLLEYBALL****Units: 1**

## Humanities (HUMN)

**HUMN 490 | THESIS PREPARATION SEMINAR****Units: 1 Repeatability: No**

This course precedes the 3-unit HUMN 495 course. In this course, each student will identify a research topic that would integrate and apply his/her interdisciplinary experience in the Humanities major. This topic will lead, in HUMN 495, to producing a senior thesis (a substantial research paper or a well-researched creative project). Each student will consult with the instructor in identifying and developing a topic; produce a prospectus and a bibliography for the topic; and, as possible, begin collecting and outlining research material from the bibliography. A class presentation is typically required as well.

**HUMN 494 | SPECIAL TOPICS IN THE HUMANITIES****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Exploration and analysis of selected topics with a specific theme in the Interdisciplinary Humanities.

**HUMN 495 | SENIOR RESEARCH SEMINAR****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: HUMN 490

In this continuation course to HUMN 490, each student will complete the research phase of his/her thesis project; produce a working outline and at least one substantial draft of the senior thesis or creative project; and revise and finalize the thesis by the end of the semester. A formal presentation of results and highlights from the completed research and initial thesis draft is typically required as well. Spring semester.

**HUMN 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

## Italian (ITAL)

**ITAL 101 | FIRST SEMESTER ITALIAN****Units: 3 Repeatability: No**

Essentials of Italian grammar with emphasis on communicative proficiency and cultural awareness. Development of the four skills of listening, speaking, reading and writing. Students with no previous knowledge of Italian must complete the Waiver for 101 on the Department's website (<https://www.sandiego.edu/cas/languages/requirements-and-placement/>). Students with some knowledge of Italian must take the USD Placement Exam on the same website and register in the appropriate level. Every semester.

**ITAL 102 | SECOND SEMESTER ITALIAN****Units: 3**

Prerequisites: ITAL 101 or Passing the appropriate departmental placement test within the previous year

Same orientation as in ITAL 101. Further development of communicative proficiency and cultural and intercultural awareness for students who have completed Italian 101 or have previous knowledge of the language. Stress on listening, speaking, reading and writing.

**ITAL 140 | TOPICS IN ITALIAN LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Study at the lower-division level of a topic in Italian literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**ITAL 141 | TOPICS IN ITALIAN LITERATURE, FILM OR CULTURE- DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Diversity-Pre F17 CORE, Literature-Pre F17 CORE**

Study at the lower-division level of a topic in Italian literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

**ITAL 142 | TOPICS IN ITALIAN LITERATURE, FILM OR CULTURE- GLOBAL FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Diversity-Pre F17 CORE, Literature-Pre F17 CORE**

Study at the lower-division level of a topic in Italian literature, film and/or culture with a global focus. This course is taught in English and will not satisfy the Language Core requirement.

**ITAL 194 | SPECIAL TOPICS IN ITALIAN LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Italian literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**ITAL 201 | THIRD SEMESTER ITALIAN****Units: 3****Core Attributes: Second language competency**

Prerequisites: ITAL 102 or Passing the appropriate departmental placement test within the previous year

Completes the introduction of the basic structures of the language, with continuing emphasis on communicative proficiency and cultural awareness. At this level students may be encouraged to participate in community service-learning and/or cultural activities within the Italian speaking community.

Prerequisites: ITAL 102 or equivalent, or Placement Exam. Every semester.

ITAL 201.

**ITAL 202 | FOURTH SEMESTER ITALIAN****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: Passing the appropriate departmental placement test within the previous year or ITAL 201

Review and expansion of language structures, as well as practice in reading, composition and conversation in preparation for upper-division work.

**ITAL 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Diversity-Pre F17 CORE**

Prerequisites: ITAL 202

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**ITAL 301 | WRITING AND COMPOSITION IN ITALIAN****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: Passing the appropriate departmental placement test within the previous year or ITAL 202

Focus on the development of reading and writing skills through the analysis of authentic texts, the practice of various modes of written expression, and grammar review.

**ITAL 302 | CONTEMPORARY ITALY: CULTURE, POLITICS AND SOCIETY****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: ITAL 202

Study of relevant aspects of Italian culture, politics and society, and of key moments in Italian history, with a focus on the development of oral communication skills.

**ITAL 303 | ADVANCED WRITING FOR THE PROFESSIONS****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: ITAL 202

Focus on the development of reading and writing skills through the analysis of authentic texts, and the practice of modes of written expression that may be used in a variety of professional and academic settings.

**ITAL 320 | INTRODUCTION TO ITALIAN LITERATURE AND CULTURE I: FROM THE MIDDLE AGES TO THE 17TH CENTURY****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: ITAL 301 or ITAL 302 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 394

Introduction to the major works of Italian literature, in their socio-cultural context, from the birth of the "Italian" language to the 17th century.



**ITAL 321 | INTRODUCTION TO ITALIAN LITERATURE AND CULTURE II: FROM THE ENLIGHTENMENT TO TODAY****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Prerequisites: ITAL 301 or ITAL 302 or ITAL 303 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 394

Introduction to the major works of Italian literature, in their socio-cultural context, from the 18th century to present times.

**ITAL 340 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Prerequisites: ITAL 202 or Passing the appropriate departmental placement test within the previous year

Study at the third-year level of a topic in literature, film and culture. (Repeatable if topic differs).

**ITAL 341 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE- DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Domestic Diversity level 2**

Study at the third-year level of a topic in Italian literature, film and culture with a domestic focus. (Repeatable if topic differs).

**ITAL 342 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE- GLOBAL FOCUS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Global Diversity level 2**

Prerequisites: ITAL 202

Study at the third-year level of a topic in literature, film and culture with a global focus. (Repeatable if topic differs).

**ITAL 347 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE IN TRANSLATION****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Study at the third-year level of a special topic in Italian literature, film and culture in translation. Repeatable if topic differs.

**ITAL 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ITAL 202 or Passing the appropriate departmental placement test within the previous year

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal.

If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor. May be taken for credit each time topic changes.

**ITAL 403 | STUDIES IN ITALIAN FILM****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Prerequisites: ITAL 320 or ITAL 321

A study of relevant aspects of Italy's rich cinematic tradition. The course can be repeated when the topic changes.

**ITAL 410 | STUDIES IN MEDIEVAL AND RENAISSANCE ITALY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Prerequisites: ITAL 320 or ITAL 321

A study of relevant aspects of the literature, culture and society of Medieval, Humanist and Renaissance Italy. This course can be repeated for credit when the topic changes.

**ITAL 411 | STUDIES IN MODERN AND CONTEMPORARY ITALY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Prerequisites: ITAL 320 or ITAL 321

A study of relevant aspects of the literature, culture and society of modern and contemporary Italy. This #course can be repeated for credit when the topic changes.

**ITAL 413 | STUDIES IN THE ITALIAN DIASPORA WITH A DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Domestic Diversity level 2**

Prerequisites: or ITAL 321ITAL 102 or Passing the appropriate departmental placement test within the previous year

A study of works dealing with the Italian diaspora and the shifting definition of Italianness in North America with a focus on diversity, inclusion and social justice. The course can be repeated when the topic changes.

**ITAL 420 | DANTE AND HIS TIMES****Units: 3****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: ITAL 320 or ITAL 321

A study of Dante's Divina Commedia and other selected works in their literary and historical context.

**ITAL 440 | TOPICS IN ITALIAN LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Prerequisites: ITAL 320 or ITAL 321

Study at the fourth-year level of a topic in literature and culture. (Repeatable if topic differs).

**ITAL 442 | TOPICS IN ITALIAN LITERATURE, FILM AND CULTURE – GLOBAL FOCUS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Global Diversity level 2**

Prerequisites: ITAL 301 or ITAL 302 or ITAL 303 or ITAL 320 or ITAL 321 or ITAL 340 or ITAL 341 or ITAL 342 or ITAL 394 or ITAL 403 or ITAL 410 or ITAL 411 or ITAL 413 or ITAL 420 or ITAL 440 or ITAL 494 or ITAL 494

Study at the fourth-year level of a topic in literature, film and culture with a global focus and an emphasis on issues related to diversity, inclusion and social justice. The course can be repeated when the topic changes.

**ITAL 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced Italian language skills will be utilized. A maximum of two units may be applied to the major, none to the minor. Anything over two units will count as a general elective.

**ITAL 494 | TOPICS IN LITERATURE, LANGUAGE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: ITAL 320 or ITAL 321

Study of special topics in Italian literature, language, or culture. When offered, selected subjects will be announced on the MySanDiego portal.

**ITAL 495 | SENIOR CAPSTONE PROJECT****Units: 1-3 Repeatability: No**

This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate study. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. The capstone is taken concurrently with one of the last two upper-division courses for the major, to which it is thematically linked. The student must meet with his or her capstone advisor (the professor for the upper-division major course) to determine the parameters for the project and consult with the program director to enroll.

**ITAL 497 | SENIOR CAPSTONE PROJECT WITH ADVANCED INTEGRATION****Units: 1-3 Repeatability: No****Core Attributes: Advanced Integration**

This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate studies. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. Unlike 495, this project also fulfills the Advanced Integration requirement of the Core Curriculum. Students have two options: 1) a community engagement integration project or 2) a multidisciplinary integration project. Consult with your advisor and the program director. Capstone projects are approved by the program director. Similar to 495, this capstone project is not required but rather an optional course for students.

**ITAL 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. A maximum of 3 units may be applied toward the major or the minor.

## Japanese (JAPN)

**JAPN 101 | FIRST SEMESTER JAPANESE****Units: 3-4**

Prerequisites: Passing the appropriate departmental placement test within the previous year

An introduction to the four basic language skills: listening, speaking, reading, and writing (includes Katakana and Hiragana), with emphasis on oral skills. Supplemental practice with audio-visual materials.

**JAPN 102 | SECOND SEMESTER JAPANESE****Units: 3**

Prerequisites: JAPN 101 or Passing the appropriate departmental placement test within the previous year

Continuation of JAPN 101. Continued development of basic language skills. Increased practice in reading and writing (Katakana, Hiragana), and introduction of 130 Chinese characters used in context. Relationship between language and culture. Supplemental practice with audio-visual materials.

**JAPN 140 | TOPICS IN JAPANESE LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Japanese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**JAPN 141 | TOPICS IN JAPANESE LITERATURE, FILM, CULTURE- DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Japanese literature, film and/or culture with a Domestic Focus. This course is taught in English and will not satisfy the Language Core requirement.

**JAPN 142 | TOPICS IN JAPANESE LITERATURE, FILM OR CULTURE- GLOBAL FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Japanese literature, film and/or culture with a Global Focus. This course is taught in English and will not satisfy the Language Core requirement.

**JAPN 150 | JAPANESE CULTURE AND CONVERSATION****Units: 3**

Prerequisites: JAPN 102

A course designed for students who wish to enhance their command of spoken Japanese, including expanding vocabulary, idiomatic expressions, and the use of previously acquired grammatical structures. This course is also designed to enable the student to become acquainted with the history, geography, politics, traditional arts, and literature of Japan, in addition to daily customs of Japanese society. This course will be taught in Japan during the summer or winter. The university reserves the right to cancel this course if minimum enrollment is not met, or for any other reason. Students who have earned credit in JAPN 201 and/or 202 are also invited to enroll.

**JAPN 152 | JAPANESE CULTURE AND CONVERSATION****Units: 3****JAPN 194 | SPECIAL TOPICS IN JAPANESE LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in Japanese literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**JAPN 201 | THIRD SEMESTER JAPANESE****Units: 3-4****Core Attributes: Second language competency**

Prerequisites: JAPN 102 or Passing the appropriate departmental placement test within the previous year

Further development of language competence. Practice in oral and written Japanese at the intermediate level, with emphasis on reading and basic composition. Supplemental practice with audio-visual materials.

**JAPN 202 | FOURTH SEMESTER JAPANESE****Units: 3-4**

Prerequisites: JAPN 201 or Passing the appropriate departmental placement test within the previous year

Continued practice in oral and written Japanese. Various styles will be introduced to develop greater accuracy and fluency. Use of authentic modern Japanese materials for better appreciation of the culture. Supplemental practice with audio-visual materials.

**JAPN 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Literature-Pre F17 CORE**

Prerequisites: JAPN 202

Study at the lower-division level of a special topic in language, literature, or culture. This course may be repeated for credit when the topic changes. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**JAPN 299 | INDEPENDENT STUDY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Independent Study at the lower-division level.

**JAPN 301 | CONVERSATION AND COMPOSITION****Units: 3 Repeatability: No**

Prerequisites: Passing the appropriate departmental placement test within the previous year or JAPN 202

This course strengthens students' language foundation in all aspects of modern Japanese, including speaking, listening, reading, and writing. The course is project based and students will apply what they learned from the teaching materials, including vocabulary, grammar, and cultural knowledge, to different verbal or written assignments that lead to the completion of projects. Authentic materials will be introduced during the course as auxiliary materials to help students analyze issues.

**JAPN 302 | CONTEMPORARY JAPAN: CULTURE, POLITICS AND SOCIETY****Units: 3 Repeatability: No**

Prerequisites: Passing the appropriate departmental placement test within the previous year or JAPN 202

This course introduces students to multiple aspects of Japanese culture and society that are considered timely and will have a lasting social impact. Students will gain intermediate to advanced listening, speaking, reading and writing skills in standard Japanese.

**JAPN 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: JAPN 202

Study at the third-year level of a special topic in language, literature or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. Consult with instructor or the department chair.

**JAPN 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced Japanese language skills will be utilized.

**JAPN 494 | SPECIAL TOPICS****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Study of special topics in Japanese literature, language, or culture. When offered, selected subjects will be announced on the MySanDiego portal.

**JAPN 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation are required, as well as preparation of reports to be assigned by the instructor. A maximum of three units may be applied toward the Asian Studies minor.

## Language (LANG)

**LANG 101 | 1ST SEMESTER LANGUAGE****Units: 1-5****LANG 102 | SECOND SEMESTER LANGUAGE****Units: 3-5****LANG 140 | TOPICS IN LANGUAGE, LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area**

Study at the lower-division level of a topic in language, literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**LANG 141 | TOPICS IN LITERATURE AND CULTURAL DIVERSITY-DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Domestic Diversity level 1**

Study at the lower-division level of a topic in literature, cultural diversity and inclusion with a domestic focus. This course is taught in English and will not satisfy the Language Core requirement.

**LANG 142 | TOPICS IN LITERATURE AND CULTURAL DIVERSITY-GLOBAL FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: First Yr Integration (LC Only), Literary Inquiry area, Global Diversity level 1**

Study at the lower-division level of a topic in literature, cultural diversity and inclusion, with a global focus. This course is taught in English and will not satisfy the Language Core requirement.

**LANG 194 | SPECIAL TOPICS IN LANGUAGE, LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in language, literature and culture. This course is taught in English and will not satisfy the Language Core requirement.

**LANG 201 | THIRD SEMESTER LANGUAGE****Units: 3****LANG 292 | TUTORING****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Prerequisites: ARAB 201 or ARAB 202 or CHIN 201 or CHIN 202 or FREN 201 or FREN 202 or GERM 201 or GERM 202 or GREK 201 or GREK 202 or ITAL 201 or ITAL 202 or JAPN 201 or JAPN 202 or LATN 201 or LATN 202 or SPAN 201 or SPAN 202

Supervised participation as a tutor of students enrolled in language classes (Arabic, Chinese, Classical Greek, French, German, Italian, Japanese, Latin, Spanish). The course entails tutoring one hour per week, completion of homework (readings and responses, maintaining a journal, etc.) as well as mandatory attendance at two group meetings per semester. This course does not satisfy the second language requirement. Elective credit only (does not count toward the major or minor).

**LANG 294 | TOPICS IN LANGUAGE, LITERATURE OR CULTURE****Units: 2-3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower division level of a special topic in language, literature, or culture.

**LANG 315 | L2 TEACHING METHODS AND APPLIED LINGUISTICS****Units: 3**

An introduction to the history of second language teaching methods, applied linguistics, and the fundamentals of second language teaching. Initial training in the skills needed to be a second language teacher. This course is cross-listed with 315 in the majors and minors in the department (FREN, GERM, ITAL, and SPAN). Students whose language of study is not one of those four may take the course as LANG.





**LATS 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Arranged with the consent of a faculty advisor and the program director.

## Leadership Studies (LEAD)

**LEAD 150 | EMERGING LEADERS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1**

This course is designed to acquaint students in their first two years at USD, with 21st-century models of leadership and expose them to the multiple opportunities for active participation in leadership and changemaking at USD. A wide range of foundational topics such as power and privilege will be discussed focusing on a critical awareness of the self in relation to others facilitated through challenging experiential group exercises, which explore social justice and map an initial leadership development path for campus and community engagement.

**LEAD 160 | PERSONAL LEADERSHIP, SELF-INQUIRY AND DISCOVERY****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1**

This course introduces students to the complexity of leadership by exploring classic and contemporary leadership theories with explicit connection to leadership practice and social justice issues. Students will learn about leadership concepts at individual, group, and systemic levels and learn how to apply a critical framework to current assumptions and understanding of leaders and leadership. Moreover, students will engage in critical self-inquiry to better understand themselves, and to help cultivate socially responsible leadership.

**LEAD 162 | OUTDOOR LEADERSHIP****Units: 3**

This course will examine how the application of leadership, judgment, and decision-making principles affect the quality of wilderness experiences and the safety of the group. It includes classroom, case-study, experiential, and reflective learning opportunities, and will demonstrate how to apply lessons learned in the outdoors to other leadership opportunities. (Fee required).

**LEAD 165 | PRESIDENT'S LEADERSHIP CLASS****Units: 3 Repeatability: No****Core Attributes: Oral communication competency****Non-Core Attributes: Experiential, Other**

Prerequisites: LEAD 150

This course acquaints first-year students to leadership theories that examines the nature of leadership within the context of self, others, and circumstances on a local and global scale. Students will engage with the USD president and guest speakers in meaningful dialogue to further explore their personal leadership and to practice leadership through various involvement opportunities at USD. Through readings, a personal growth project, class presentations, experiential exercises, journal reflections, and small group discussions, students will be challenged to continue to strengthen their leadership capacity toward influencing and affecting change at USD and the broader community.

**LEAD 179 | EXPERIMENTAL TOPICS IN LEADERSHIP STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course number is used by the Department of Leadership Studies in the School of Leadership and Education Sciences for experimental topics courses. The title for each 179 course will vary by topic and program. If more than one 179 course is offered during a single semester, section numbers will help identify each course.

**LEAD 185 | INTRODUCTION TO THE NONPROFIT SECTOR****Units: 1 Repeatability: No**

This course will introduce students to the nonprofit sector. By presenting the categories of nonprofit organizations, the course will help students explore how their personal values can be expressed and represented in the nonprofit world. Networking with alumni of the nonprofit program and other third sector professionals employed in a variety of different nonprofit organizations will serve to facilitate students' understanding and awareness of the sector. Students will interact with an array of individuals in diverse leadership roles. The course also presents the opportunity to consider the benefits of a national nonprofit credential and its role in their future career path.

**LEAD 349 | WOMEN IN LEADERSHIP****Units: 3**

This course looks at the impact of gender on leadership. The approach focuses on theoretical and practical viewpoints, including but not limited to feminist perspectives. This course emphasizes and creates space for the exercise of self-awareness, skill development, self-reflection, and social responsibility for women in leadership.

**LEAD 350 | LEADERSHIP AND GROUP DEVELOPMENT****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

This course provides opportunities for students to study and analyze the complexities of leadership and groups as it pertains to the intersectionality of identity. Drawing on leadership and group theories and models, the following topics will be examined with explicit connections to experiences within and outside of the classroom: group dynamics, roles, norms, authority, power, and collaboration. Through this course students will develop greater awareness of roles, behaviors, and social identities in themselves and in relation to others by developing an advanced critical lens to examine social issues concerning a number of current topics. Utilizing experiential methods (case-in-point), students will apply concepts directly to group processing. They will also learn how to be an effective group member and how to exercise leadership in groups.

**LEAD 351 | LEADERSHIP FOR CHANGE CAPSTONE****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: LEAD 160 with a minimum grade of C- and LEAD 350 with a minimum grade of C- or LEAD 357 with a minimum grade of C- This capstone course is designed to integrate students' learning in the Leadership Minor with their experiences across a variety of contexts, knowledge, disciplines, and perspectives. Students will explore personal leadership philosophies, which synthesize, integrate, and apply Leadership concepts into student's Academic Major in interconnected and advance levels of self, group, and system. Each student will engage in individual and group reflection to increase integrative learning, critical awareness, and decrease blind spots. The Final Integration Core Project has an individual and group component, which build on scholarly inquiries and connections each student provides in their personal Leadership philosophy. Throughout the course students will continuously examine the group process to better understand and apply leadership concepts to practice.

**LEAD 352 | NONPROFIT LEADERSHIP AND MANAGEMENT****Units: 3 Repeatability: No****Non-Core Attributes: Community Engagement**

This project-based course is designed to provide knowledge and understanding of the leadership and administration of nonprofit organizations. Students will gain theoretical and practical knowledge of concepts including alliances, board development, burnout/motivation, employment law, ethics, fundraising, internet strategies, lobbying, marketing, mergers, programming, personnel practices, public speaking, public relations, risk management, strategic planning, time management, volunteerism, and youth development.

**LEAD 353 | PROFESSIONAL AND ETHICAL ISSUES AND THE PRACTICE OF LEADERSHIP****Units: 3**

This course explores ethical issues pertinent to organizations. Students gain greater awareness of philosophical, religious, and civic traditions of leadership in organizations. Topics include social responsibility, employee rights, employee participation in decision making, self-regulation, economic justice, honesty, and deception.

**LEAD 354 | LEADERSHIP AND DIVERSITY IN ORGANIZATIONS****Units: 3**

This course is designed to provide an overview of how issues of diversity impact organizations. Using the organization as a frame of reference, topics include oppression, racism, discrimination, structural factors in organizations, communication across cultures, cultural differences affecting organizations, and moral obligations connected with the role of a leader. Students will analyze the reciprocal nature of beliefs, values, attitudes, and behaviors with regard to various microcultures in organizations.

**LEAD 355S | NONPROFIT SEMINAR****Units: 1 Repeatability: No**

Prerequisites: LEAD 352

Students taking this course gain an appreciation for the role of leaders in nonprofit organizations. Topics include fundraising, nonprofit administration, financial management, financial management, human resources for volunteer and paid staff, marketing, and event planning. Students will have the opportunity to participate in applied service projects, participate in community-service learning, and meet with executives in the nonprofit field. Students will have the opportunity to connect leadership concepts to practice engaging in activities and discussions.

**LEAD 356S | NONPROFIT SEMINAR II****Units: 1**

This course is a continuation of LEAD 355S.

**LEAD 357 | LEADERSHIP AND THE PRACTICE OF PRESENCE****Units: 3**

This course is designed to offer students an opportunity to study the dynamics of leadership and authority in an experiential learning environment. Students develop the personal skills, awareness, and discipline necessary to exercise leadership effectively; and they are encouraged to expand their thinking beyond traditional notions of leadership. The weekend format provides a temporary organizational setting that duplicates to some extent the dynamics that occur regularly in organizations, connecting classroom learning to real world problems. Learning in this course encompasses the interconnected levels of self, others, and systems.

**LEAD 359 | MODELS OF PARTICIPATORY LEADERSHIP****Units: 3**

This course is an opportunity for participants to be exposed to the Mondragon Cooperative Corporation (MCC). MCC is in Mondragon, Spain, and is a unique organizational model of superior economic success coupled with participatory leadership, management, ownership, and decision making. Participants will review the sales, financial, and growth figures, and will become acquainted with MCC's unique educational, training, financial, and human resources systems, as well as with the institutionalized core values that support MCC. These values are based on an ongoing balance between organization and personal needs, continuous solidarity with each other and the community, and economic and social justice. This class is currently being held during the summer only.

**LEAD 360 | GLOBAL LEADERSHIP: EXPERIENTIAL STUDY OF CULTURE & LEADERSHIP****Units: 3**

Prerequisites: LEAD 160

Global Leadership is a course designed to provide an experiential classroom experience to examine the impact of culture on leaders and followers at the national, group, and organizational levels. It provides an examination of relevant theories and applies them to help students develop a cultural mindset that is essential to effective leadership in today's global and interconnected world. Additionally, this is a collaborative course that will examine what constitutes "effective" leadership across cultures. It will be collaborative as the students are expected to provide some of the content. Through the experiences in and out of the classroom, students will focus on deeply understanding culture and contexts influence on leadership, engage in reflection, and develop their global leadership capacities.

**LEAD 365 | PROFESSIONAL ENGAGEMENT****Units: 1**

This course combines student learning about leadership with an opportunity to engage in a professional conference setting. With prior approval from the instructor, each student will choose a conference context in which to engage. This engagement can include, but is not limited to, an active involvement in the undergraduate Case Study Team for the International Leadership Association, a conference presentation at the National Collegiate Leadership Conference, or another approved experience. Through this experience students will explore self in relation to others, experience a context in which they apply leadership concepts, experience a professional setting in which to improve networking and presentation skills, and develop a sense of social responsibility to lead within the professional community.

**LEAD 366 | COMMUNITY ENGAGEMENT****Units: 1**

This course combines student learning about leadership with a semester-long community engagement opportunity. With prior approval from the instructor, each student will choose a context in which to engage the larger community. This engagement can include an active involvement in a campus or community organization, a service learning project, an international experience, participation in a professional or leadership conference, participation in a mentoring relationship, or other approved experience. Through this experience students will explore self in relation to others, experience a context in which they apply leadership concepts, and develop a sense of social responsibility to lead and serve others within the community.

**LEAD 372 | LEADERSHIP AND SPIRITUALITY****Units: 3**

Prerequisites: LEAD 160 with a minimum grade of D

This course focuses on leadership as a spiritual activity, reclaiming the notion that authentic leadership comes from within, inspired by our unique passions and talents, and guided by our deepest beliefs and most cherished values. We will consider the spiritual roots of authentic leadership through exploration of an individual's own experience of leadership and spirituality. Much of the course is informed by research and readings from the fields of leadership studies, spirituality, psychology, sociology, and theology.

**LEAD 373 | LESSONS IN LEADERSHIP: THE AMERICAN PRESIDENCY****Units: 3**

This course provides opportunities for students to study and analyze the complexity of leadership by examining the lives and actions of selected U.S. presidents. Students will exam, critique, and report on matters of presidential leadership as noted by historians, journalists, leadership experts, and the presidents themselves. The overall purpose of the course is to abstract "lessons in leaders," if any, and to test the proposition that U.S. presidents should be "leaders of character."

**LEAD 379 | EXPERIMENTAL TOPICS IN LEADERSHIP STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course number is used by the Department of Leadership Studies in the School of Leadership and Education Sciences for experimental topics courses. The title for each 379 course will vary by topic and program. If more than one 379 course is offered during a single semester, section numbers will help identify each course.

**LEAD 387P | STUDENT LEADERSHIP PRACTICAL EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

The Student Leadership Practical Experience is a course designed to provide a structured classroom experience to accompany a practical leadership experience on campus. Through the practical experience and classroom experience, students will focus on applying leadership concepts to practice, engage in reflection, and develop their leadership capacities. Practical experience placement must be pre-approved.

**LEAD 388 | LEADERSHIP INTERNSHIP AND SKILL DEVELOPMENT I****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: LEAD 160 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C-

Students taking this internship course develop their leadership skills by serving in a position of influence in an off-campus community organization. The internship connects leadership concepts, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. Internship placement must be pre-approved.

**LEAD 389 | LEADERSHIP INTERNSHIP AND SKILL DEVELOPMENT II****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: LEAD 160 with a minimum grade of C- or LEAD 350 with a minimum grade of C- or LEAD 352 with a minimum grade of C- or LEAD 357 with a minimum grade of C-

Students taking this internship course develop their leadership skills by serving in a position of influence in an off-campus community organization. The internship connects leadership concepts, such as leading for social justice, to leadership practice and provides experience from which students can gain valuable, and transferable, job skills and experience in a possible future career. Through the internship and accompanying classroom experience, students will be able to connect leadership concepts to practice and engage in a number of activities, discussions, self-reflection, and self-assessments to increase their self-awareness, improve their application of leadership styles, as well as prepare them for working in a global society. Internship placement must be pre-approved.

**LEAD 399 | INDEPENDENT STUDY (1-3)****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 415 | SOCIAL ENTERPRISE AND INNOVATION****Units: 3 Repeatability: No**

Prerequisites: LEAD 352

Students will acquire a basic understanding of social enterprise and innovation (SE/I) in both theory and practice. Such strategies seek to address intractable social problems by developing specific entrepreneurial approaches designed for a nonprofit, for-profit, or hybrid setting (e.g., Benefit corporation, Low-profit limited liability company, L3C). Students will become familiar with successful SE/I ventures, critically analyze and evaluate such approaches, and develop their own SE/I strategies. Students will create their own social venture, including the development of a viable business plan, financing, scale-up, and consideration of how to measure outcomes and impact.

**LEAD 419 | UNDERSTANDING BI-NATIONAL NONPROFITS IN THE U.S.-MEXICO BORDER REGION****Units: 2 Repeatability: No**

Prerequisites: LEAD 352

A growing number of nonprofits are being called upon to address emerging trans-boundary issues in the areas of education, community development, health & human services and the environment. This course contributes to students' understanding of how nonprofits operate in an international setting as well as along and across borders. The proximity to the Mexican border provides a unique opportunity to expose and prepare students for how to work more effectively in an increasingly cross-border environment. Students will work with a pre-approved bi-national or migrant serving nonprofits to analyze the particular nature of that organization and the challenges it faces or write a term paper on a cross-border issue impacting the region which either currently engages the nonprofit sector or has the potential to do so. Students must have enrolled LEAD 352: Nonprofit Leadership. In addition, each student must have a valid passport prior to enrolling in this course and be willing to travel to Mexico.

**LEAD 420 | VOLUNTEER ENGAGEMENT****Units: 1 Repeatability: No**

Prerequisites: LEAD 352

This course is designed to enhance students' understanding and practice of effective volunteer engagement in community-based organizations. It uses an organizational development approach that connects research with practice and provides students with tools and strategies to better engage volunteers.

**LEAD 485 | ADVANCED NONPROFIT LEADERSHIP AND MANAGEMENT****Units: 3**

Prerequisites: LEAD 352

The purpose of this course is to explore advanced topics in nonprofit administration nationally and internationally. The course will cover: nonprofit law and legal issues, nonprofit governance, boards, and committees; strategic planning and partnerships; membership management; lobbying & advocacy and public policy processes; community outreach; and technology's impact on nonprofit administration. Prerequisite: LEAD352:Nonprofit Leadership and Management.

**LEAD 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

## Liberal Studies (LBST)

### LBST 100 | FOUNDATIONS IN LIBERAL STUDIES

**Units: 3 Repeatability: No**

**Core Attributes: Domestic Diversity level 1**

This course provides an overview of the teaching profession and explores a variety of issues relating to the modern classroom and student success. The course offers a variety of perspectives on education including historical, philosophical, social, legal, and ethical issues in a diverse society in addition to background knowledge in the organizational structure of schools. Topics broadly explore the purposes of schools in society and the knowledge, dispositions, and performances required to be an effective teacher today. Other topics may include academic policies and procedures; parents and community involvement in education; the role of technology in the classroom; study skills and content specifications and standards. Additionally, this course has been designed so that participants with different interests can shape their own learning and maximize their own intellectual and educational interests.

### LBST 495 | SENIOR SEMINAR IN LIBERAL STUDIES

**Units: 3 Repeatability: No**

**Core Attributes: Advanced writing competency, Advanced Integration**

Prerequisites: LBST 100

The Liberal Studies major culminates in the capstone course in which the student will meaningfully connect the concentration area to course work taken and complete a semester-long research project. This is an opportunity to participate in an in-depth intellectual examination of an area of personal and academic interest. The student will demonstrate the ability 1) to reason and write clearly and analytically; 2) to comprehend writings on key questions and complex problems in the education field from an interdisciplinary perspective; and 3) to reflect upon his/her educational experiences in the concentration area and on his/her role as a future educator. Each student will create a research project that exemplifies an ability to integrate the area of concentration to examine a complex issue, problem, or phenomenon that in some way relates to their role as future teachers. One or more class presentations are typically required in addition to a substantial written work.

## Library Science (LIBR)

### LIBR 101 | RESEARCH METHODS

**Units: 1.5-3**

The goal of this course is to instruct students in the use of an academic library's printed and electronic resources to find and evaluate critical information for all disciplines both within libraries and on the Internet. Students are encouraged to think about how information is structured and disseminated as well as the ethical use of information in society.

### LIBR 103 | INFORMATION LITERACY AND RESEARCH STRATEGIES

**Units: 3 Repeatability: No**

**Non-Core Attributes: Undergraduate Research**

This course is designed to be practical and theoretical in scope. Instructors will use a combination of lecture, discussion, and research projects to teach technological and critical thinking skills. Students will explore different types of literacies and understand concepts of intellectual property and the ethics of access. The course framework includes understanding the value of information, research and scholarship as inquiry, and searching as strategic exploration.

### LIBR 294 | SPECIAL TOPICS IN LIBRARY AND INFORMATION SCIENCE

**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Selected topics in library and information science not covered in other courses. May be repeated for credit with different course content. See list of offerings each semester.

### LIBR 494 | SPECIAL TOPICS IN LIBRARY AND INFORMATION SCIENCE

**Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

An in-depth analysis of advanced topics in library and information science. May be repeated for credit with different course content. See list of offerings each semester.

### LIBR 499 | INDEPENDENT STUDY

**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual study and written research working in close collaboration with a library faculty. Pre-requisite consent of instructor.

## Management (MGMT)

### MGMT 294 | SPECIAL TOPICS IN MANAGEMENT

**Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

### MGMT 300 | ORGANIZATIONAL BEHAVIOR

**Units: 3 Repeatability: No**

Prerequisites: ECON 101

The study of human behavior in organizational settings. Examines the interface between human behavior and the organizational context, and presents frameworks for managing people in the organization. Topics addressed include perceptual processes, personality, learning, motivation, attitudes, stress, group dynamics, intergroup behavior, conflict, power, politics, leadership, and cross-cultural implications. Behavioral science concepts are applied through self-assessment, case studies, and experiential exercises. Note: Students may take this course after successfully completing 45 units.

### MGMT 301 | ORGANIZATIONAL THEORY AND GLOBAL LEADERSHIP

**Units: 3**

Prerequisites: MGMT 300

In today's global environment successful business leaders must understand theories of organizational design, structure, development, and effectiveness both domestically and abroad. Topics in this macro-oriented course include a number of international and contemporary management issues, including limitations in traditional views of leadership and the need for a more comprehensive view of how leadership works in organizations throughout the world. The relationship of leadership to culture and gender in organizations is explored, and practical leadership skills crucial to organizational effectiveness in a global business environment are integrated into the course through experiential learning exercises and interactive simulations.

### MGMT 302 | FAMILY BUSINESS

**Units: 3 Repeatability: No**

Prerequisites: MGMT 300

Family-owned businesses make up as much as 80 percent of all U.S. businesses, including 175 of the Fortune 500. They face different challenges than their non-family-owned peers. This course discusses ways in which family-owned businesses are unique, stressing some of the special challenges they face, such as: grooming a management successor from within the family; implementing an estate plan to pass ownership of the business to the proper individuals while avoiding our confiscatorial estate tax; techniques for resolving family conflicts that erupt in the business and business conflicts that threaten to destroy the family; setting fair compensation for family members and non-family employees; and motivating non-family employees to support the family's goals. Family business is a cross-functional, multi-disciplinary study which includes aspects of management, communications and conflict resolution, law, estate planning, accounting and taxation, and family counseling. (This course is equivalent to ENTR 302.).



**MGMT 303 | INTERPERSONAL RELATIONS****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: MGMT 300

An advanced course covering theories, research, and skill development in the area of interpersonal relations. Topics covered include interpersonal influence, conflict, emotional styles, communication, group roles, non-verbal behavior, and personal growth. Course concepts are integrated with classroom exercises and outside organizational experiences to provide the student with both knowledge and skills for interacting effectively with others in managerial and personal situations.

**MGMT 304 | ENTREPRENEURSHIP AND NEW VENTURES****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and MGMT 300 and MKTG 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An examination of the problems and processes for launching and/or purchasing business ventures. Topics include the nature and role of the entrepreneur, identifying and assessing potential opportunities for new ventures, structuring and staffing the new venture, preparing the business plan, attracting venture capital, and dealing with key legal issues. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites. (This course is equivalent to ENTR 304.).

**MGMT 305 | CAREER DEVELOPMENT****Units: 3 Repeatability: No**

Study of the development of careers in work organizations. Principles of human resource skill development and patterns of success. Models for understanding individual and organizational career assessment and development. Principles of stress and coping mechanisms in career activities. Attention to successful individual and organizational practices. Particular emphasis on careers in management.

**MGMT 306 | WOMEN IN MANAGEMENT****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

This course is designed to give women a repertoire of skills needed in various work-related situations. The course examines management requirements for various organizational levels and stresses the difference between personal and organizational issues.

**MGMT 307 | HUMAN RESOURCE MANAGEMENT****Units: 3**

Prerequisites: MGMT 300

An introduction to the roles of both the staff specialist and manager regarding the human resource management function. Topics include, but are not limited to, staffing, compensating, training, appraising, and developing an organization's human resources, as well as employment law, labor relations, and the strategic role of human resource management in today's organization.

**MGMT 308 | SMALL BUSINESS MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: MGMT 300 and FINA 300 and MKTG 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Application of the basic business disciplines to the small business environment. Examines both growth-oriented small firms on the way to becoming large firms and small, income-substitution firms. Issues include: managing to provide for the survival and growth of the small business; how smallness influences management processes such as recruitment and motivation of employees; and how smallness influences marketing, finance, operations, and other functional areas within the small firm.

**MGMT 309 | INTERNATIONAL COMPARATIVE MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: MGMT 300

Addresses the dilemmas and opportunities that managers face as they work in multicultural and global environments. The main objective of the course is to increase the effectiveness of managers/employees in identifying, understanding, and managing the cultural components of organizational dynamics. Focuses on the relationships between cultural values and the practice of managing people. (For International Business minors only, BUSN 361 may substitute MGMT 300 as the prerequisite for this course.).

**MGMT 310 | INNOVATION AND DESIGN THINKING****Units: 3 Repeatability: No**

Prerequisites: MGMT 300

Teaches an iterative problem solving process of discovery, ideation, and experimentation using design-based techniques. Students develop insights and innovative solutions for diverse issues in business and public management. Introduces innovation and entrepreneurship. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites.

**MGMT 311 | BUSINESS LEADERSHIP****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: MGMT 300

This course is designed to provide students with a comprehensive understanding of the theories, practices, and ethics of leadership; specifically, the impact of leadership within a business environment. Students will be provided with the knowledge and skills necessary to enhance their ability to be effective leaders. A systematic approach to leadership development is emphasized through contemporary readings on leadership, files, and experiential exercises.

**MGMT 312 | GLOBAL SOCIAL ENTREPRENEURSHIP****Units: 3 Repeatability: No**

Prerequisites: MGMT 300

Global social entrepreneurship is about how to frame problems and devise solutions for the world's most pressing challenges. Through experiential learning and case discussion, students will acquire knowledge and capabilities for the creation of social ventures. The course invites exploration of social innovations that have transformed the world. Students will learn how to combine business and management skills with imagination, passion, empathy and courage to effectively tackle social problems.

**MGMT 333 | TORERO VENTURES LAB****Units: 3 Repeatability: No**

Prerequisites: MGMT 300

The purpose of the Torero Ventures Lab is to provide real-world, hands-on learning to enable students to start their own sustainable ventures. The course is experiential in nature where students work in teams to bring their ideas into reality by working with customers, mentors, investors, partners, and other key stakeholders. Students will learn to confront the ambiguity, uncertainty, and the messiness inherent in the startup process, and navigate these to bring their ideas one step closer to the launch stage. In this course through a combination of lectures, interaction with potential customers and investors, live case studies, and readings, students will be able to create a sustainable business model for their new ventures, understand the concepts of customer discovery and prototyping, identify key practices involved in founding a startup, work in interdisciplinary teams to understand how to build and work in startup teams and learn from failures to develop a workable business model. Note: Students are eligible to register for this course after successfully completing 45 units and the course prerequisites.

**MGMT 414 | INTERNATIONAL MANAGEMENT CONSULTING****Units: 3 Repeatability: No**

Prerequisites: MGMT 300

This management consulting project-based course will provide participants with instruction and practical experience in conducting a consulting project with an international approach. Students work in teams to design and develop solutions to a business problem or strategic initiatives for a company. You will learn and demonstrate your ability to formulate a statement of work, establish goals and milestones, prepare a schedule of deliverables, allocate responsibilities to team members, and interact with your client. The course is a combination of class sessions, instructor-individual team conferences, student team meetings, research, team-client meetings, report writing, and presentation of consulting activity/project results.

**MGMT 492 | STRATEGY SIMULATION****Units: 3**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Students will manage a company in a computer simulated oligopolistic industry. They will compete against companies managed by students from five other schools. Students will write detailed business plans, prepare budgets, and submit annual reports to shareholders while making management decisions for their company for 20 (simulated) quarters.

**MGMT 494 | SPECIAL TOPICS IN MANAGEMENT****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: MGMT 300

An in-depth analysis of selected topics in management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**MGMT 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of management under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major.

**MGMT 497 | STRATEGIC MANAGEMENT****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: MGMT 300 and FINA 300 and DSCI 300 and MKTG 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ECON 101 with a minimum grade of C- and ACCT 201 with a minimum grade of C- and ITMG 100 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course develops skills in problem analysis and decision making in areas of corporate strategy and business policy. It is the integrating course of the undergraduate program and will concentrate on the application of concepts through case studies. Open only to final year seniors.

**MGMT 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

## Marital & Family Therapy (MFTS)

**MFTS 365 | CURRENT APPROACHES TO PEER ASSISTANCE****Units: 3**

Students taking this course will learn about the practical application of theoretical concepts and empirical data related to student wellness, academic success, adaptation to college and peer counseling. Examples of college student areas to explore include substance abuse, academic and learning skill development, relationship management, and theories related to college student development, persistence and success. Students will learn basic counseling skills, (e.g., encouraging, paraphrasing, reflecting, summarizing, confronting), campus and community resources, crisis intervention, ethics, diversity dimensions, and skills to apply this knowledge as peer counselors. Students currently enrolled in, or who have successfully completed this course will be eligible to apply for peer program positions offered by the university.

**MFTS 366 | APPLIED EXPERIENCE IN PEER ASSISTANCE****Units: 2 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MFTS 365

This course is an innovative and collaborative partnership between Academic Affairs and Student Affairs. It will provide peer support and peer counseling for USD students. Track one students will serve as peer coaches for students identified "at-risk" (e.g. students on academic probation, those who have received mid-term deficiency grades, or have been identified through early intervention alert systems; collaboration through the Center for Student Success and Student Wellness). Track two students will provide peer education and support regarding sexual violence (collaboration through the Women's Center and Student Wellness). Undergraduate students selected for this course through an application procedure (MFTS 365 – Current Approaches to Peer Assistance is a prerequisite).

**MFTS 400 | INTRODUCTION TO MARITAL AND FAMILY THERAPY****Units: 3**

Introduction to the theories and methods of marital and family therapy through lecture, discussion, and experiential activities. This course is designed for students interesting in pursuing careers in mental health services and medicine.

## Marketing (MKTG)

**MKTG 294 | SPECIAL TOPICS IN MARKETING****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in marketing. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**MKTG 300 | FUNDAMENTALS OF MARKETING****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course introduces students to the issues and matters undertaken by marketers. Students will learn the language of marketing and the basic elements of a marketing analysis. Students will be able to identify, define, and examine the process of developing the components of the marketing mix, and explain how marketing managers use these components to gain competitive advantage within a socially responsible and ethical environment. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.

**MKTG 301 | SERVICES MARKETING****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course examines the key characteristics that distinguish services from traditional goods marketing. Critical dimensions which customers utilize to determine quality services are emphasized. Attention is directed toward the development and demonstration of interpersonal and problem-solving skills. Learning activities can include: case analysis, marketing plan, and client-sponsored projects.

**MKTG 302 | SPORTS MARKETING****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course explores the complex and diverse nature of sports marketing. It applies fundamental marketing concepts to the sports industry, including the marketing mix, consumer behavior, marketing research, segmentation analysis, and assessment of marketing programs specific to sports. Guidelines for the formulation of marketing goals and strategies will be included. Trends, issues, and problems influencing the industry will also be examined.

**MKTG 303 | FUNDAMENTALS OF MARKETING ALTERNATIVE****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course introduces students to the issues and matters undertaken by marketers. Students will learn the language of marketing and the basic elements of a marketing analysis. Students will be able to identify, define, and examine the process of developing the components of the marketing mix, and explain how marketing managers use these components to gain competitive advantage within a socially responsible and ethical environment. The course content is equivalent to MKTG 300, Fundamentals of Marketing. However, it does not satisfy any USD core curriculum requirements.

**MKTG 305 | GLOBAL MARKETING****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course provides an up-to-date overview of global marketing. The principles of marketing will be augmented by additional exposure to the opportunities and problems facing marketing managers in the changing global marketplace. Special attention will be given to the management of cultural differences in product development, distribution systems, pricing, and marketing communication. For international business minors only, BUSN 361 may substitute MKTG 300 as the prerequisite for this course.

**MKTG 306 | GLOBAL MARKETING ALTERNATIVE****Units: 3 Repeatability: No**

Prerequisites: MKTG 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

This course provides an up-to-date overview of global marketing. The principles of marketing will be augmented by additional exposure to the opportunities and problems facing marketing managers in the changing global marketplace. Special attention will be given to the management of cultural differences in product development, distribution systems, pricing, and marketing communication. The course content is equivalent to MKTG 305, Global Marketing. However, it does not satisfy any USD core curriculum requirements. For international business minors only, BUSN 361 may substitute MKTG 300 as the prerequisite for this course.

**MKTG 330 | PROFESSIONAL SELLING****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course examines the role of professional selling in a firm's promotion and marketing strategy, and presents the principles and methods of persuasive communication. Concepts from the behavioral sciences are explored to show their application in sales situations. Attention is focused on the development and demonstration of effective sales presentation techniques.

**MKTG 340 | SOCIAL MEDIA MARKETING****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course introduces the student to the complexities, challenges, and opportunities that social and new media create for marketers. The course covers topics including the role of social media in marketing, conducting a social media audit, creating and managing brand presences on social media, creating unpaid and paid social content, native advertising and influencers, and differences with online video. Students will work hands-on with relevant social media tools and analytics, with a dual focus on strategic understanding and tactical campaign development.

**MKTG 341 | DIGITAL MARKETING****Units: 3 Repeatability: No**

Prerequisites: MKTG 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ECON 101 with a minimum grade of C-

This course explores the Internet and digital domain in the context of business issues that concern marketers. The course extends beyond a narrow definition of e-marketing and expands it to a focus on digital strategy and implementation. There is a dual focus on both theory and application concerning the digital elements of marketing variables: online consumer behavior; search engine marketing; web development; content creation & email marketing; and analytics. A special focus is placed on hands-on, experiential learning.

**MKTG 350 | ADVERTISING AND PROMOTION****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course provides an understanding of communication theory, branding, strategic planning, creative tactics, and media planning within the integrated marketing communications (IMC) paradigm. The roles of advertising, direct marketing, digital and social media marketing, sales promotion, and public relations are examined. Students practice the skills necessary to plan, execute, and coordinate an IMC project or campaign.

**MKTG 351 | ADVERTISING CAMPAIGNS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

Advertising Campaigns involves the analysis of market behavior, trends, and consumer motivation, with an emphasis upon the creation of an advertising campaign. Students conduct marketing research within a selected target market, develop a strategic brand position, and develop a campaign to effectively convey their brand's position and value to the intended target audience. This course challenges students to push their creative capabilities while remaining within the parameters of sound marketing research and strategic objectives.

**MKTG 355 | PUBLIC RELATIONS****Units: 3 Repeatability: No**

Prerequisites: ECON 101 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course provides an introduction to public relations as a component of marketing communications. The strategic aspects and tactical implementation of public relations are covered, including a review of public relations campaigns as well as crisis communication. Also examined are the effects of research, public opinion, ethics, and laws on public relations activities. Career opportunities with public relations firms are discussed.

**MKTG 410 | MARKETING RESEARCH****Units: 3 Repeatability: No**

Prerequisites: MKTG 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ECON 101 with a minimum grade of C-

This course emphasizes the relationship between marketing research and the business decision. A complete marketing research project is developed. Topics include: research methodology and the business function, problem formulation and the role of research, data collection, and analysis.

**MKTG 411 | MARKETING ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: MKTG 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ECON 101 with a minimum grade of C-

This course takes an applied, data-driven, approach to marketing decisions such as measuring the effectiveness of promotions, pricing strategy, and market segmentation. Students will study marketing problems and learn how different types of data and methodologies can be used to solve these problems. Students will learn both descriptive and predictive techniques to help make marketing decisions.

**MKTG 413 | MARKETING RESEARCH ALTERNATIVE****Units: 3 Repeatability: No**

Prerequisites: MKTG 300 and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ECON 101 with a minimum grade of C-

This course emphasizes the relationship between marketing research and the business decision. A complete marketing research project is developed. Topics include: research methodology and the business function, problem formulation and the role of research, data collection, and analysis. The course content is equivalent to MKTG 410, Marketing Research. However, it does not satisfy any USD core curriculum requirements.

**MKTG 420 | CONSUMER BEHAVIOR****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course explores how consumers process information and make decisions. Influence factors, such as attitudes, learning, personality, culture, motivation, perception, and reference groups, on consumer decision making are examined. The emphasis is on understanding the decision-making process and its application to the development of sound marketing strategy.

**MKTG 435 | BUSINESS OF HEALTHCARE****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course is designed for students interested in a career in any of the sectors that comprise the healthcare value chain. Pharmaceutical, biotechnology, diagnostic and device manufacturers in addition to traditional hospitals form a significant part of the healthcare industry. Students with an interest in marketing, operations, finance, project management, law, and nursing will find this course of value because it offers opportunities to explore topics related to efficiency, equity, access and effectiveness of healthcare. Note: Non-business majors and economics majors may request a waiver of the prerequisites from the marketing department chair and instructor if the student has relevant experience or background.

**MKTG 440 | BRAND MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course outlines how brand management is a fundamental element of competitive strategy. It explores the principles that determine success or failure in managing a brand, and the decisions brand managers face managing their brands. The course offers a thorough perspective of brand management as a discipline and as a career.

**MKTG 480 | ADVANCED MARKETING PROJECT****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This course offers the opportunity to implement the basic fundamentals of marketing through an experiential learning situation, simulation, case analysis, or combination of these. This course may involve interaction with business or other organizations in the execution of marketing strategy. This course may not be repeated for credit.

**MKTG 494 | SPECIAL TOPICS IN MARKETING****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: MKTG 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An in-depth analysis of selected topics in marketing. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.



**MKTG 495 | MARKETING STRATEGY****Units: 3 Repeatability: No**

Prerequisites: ECON 101 with a minimum grade of C- and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and MKTG 300

This is the capstone course for marketing majors. Students examine the critical issues and variables in selecting a marketing strategy, with an emphasis on how to accomplish strategic analysis and planning. Topics include the comparison of business and marketing strategies, marketing situation analysis, designing marketing strategy, marketing program development, and marketing strategy management and implementation. Senior standing is required.

**MKTG 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of marketing under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor and department chair approvals.

**MKTG 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

## Mathematics (MATH)

**MATH 090 | INTERMEDIATE ALGEBRA****Units: 3**

A survey of basic algebraic skills for students with insufficient mathematics preparation. This remedial course counts for "work-load credit" only. That is, its three units are counted as part of the student's load during the semester in which it is taken, and the grade earned in the course is included in the computation of the student's grade point average, but it does not satisfy any core curriculum requirement, or for the major or minor in mathematics, and it does not count toward the 124 units required for graduation.

**MATH 110 | INVESTIGATIONS IN MATHEMATICS****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Math reasng and prob solving**

Prerequisites: MATH 090 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year

Mathematics is much more than calculation; it is an imaginative and creative endeavor that studies all sorts of patterns and structures, many of which are beautiful, intriguing, and applicable to the real world. This course will explore some surprising and rewarding mathematical ideas in areas that could include games, fractals, ciphers, elections, finance, risk measurement, the nature of infinity, or others. Along the way, students may confront issues that challenge their intuition, gain sharper analytical reasoning skills, and experience mathematical questions that have remained unsolved for hundreds of years. This course does not serve as a prerequisite to MATH 120, MATH 130, MATH 150, or MATH 200.

**MATH 115 | COLLEGE ALGEBRA****Units: 3 Repeatability: No****Core Attributes: Math reasng and prob solving**

Prerequisites: MATH 090 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year

Review of exponents, equations, and inequalities; function notation, composition, and inverses; linear, quadratic, polynomial, exponential, and logarithmic functions and their graphs.

**MATH 118 | ESSENTIALS OF TRIGONOMETRY****Units: 1**

Definitions, solutions of right triangles, graphs, identities, and inverse trigonometric functions.

**MATH 120 | INTRODUCTION TO STATISTICS****Units: 3 Repeatability: No****Core Attributes: Quantitative reasoning comp**

Prerequisites: MATH 115 or MATH 130 or MATH 150

Probability as a mathematical system, random variables and their distributions, confidence intervals, hypothesis testing, and other topics in statistical inference.

**MATH 130 | SURVEY OF CALCULUS****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Math reasng and prob solving**

Prerequisites: Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year or MATH 115 with a minimum grade of C-

A terminal mathematics course giving an introduction to the concepts and techniques of elementary differential and integral calculus. Note 1: This course is not equivalent to MATH 150, and does not serve as a prerequisite to MATH 151.

Prereq: MATH 115 with a grade of C- or better, or pass Level 2 mathematics placement exam (2MTH or 3MTH).

**MATH 150 | CALCULUS I****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Math reasng and prob solving**

Prerequisites: MATH 115 with a minimum grade of C- or Passing the appropriate departmental placement test within the previous year

Fundamental notions of analytic geometry, differential and integral calculus with elementary applications; historical references.

**MATH 151 | CALCULUS II****Units: 4 Repeatability: No****Core Attributes: Math reasng and prob solving**

Prerequisites: MATH 150 with a minimum grade of C-

Continuation of Calculus I including integration, infinite series, differential equations, applications, and historical references.

**MATH 200 | MATHEMATICAL CONCEPTS FOR ELEMENTARY TEACHERS I****Units: 3 Repeatability: No**

Prerequisites: MATH 115 with a minimum grade of C- or MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C-

Problem solving, sets, numeration systems, a development of the whole number system, geometric figures, and computers. Note: This course does not count toward either the major or minor in mathematics.

**MATH 250 | CALCULUS III****Units: 4**

Prerequisites: MATH 151 with a minimum grade of C-

Calculus of several variables, partial derivatives, multiple integration, elements of vector calculus, elements of differential equations, applications, and historical references.

**MATH 260 | FOUNDATIONS OF HIGHER MATHEMATICS****Units: 3 Repeatability: No****Core Attributes: Math reasng and prob solving**

Prerequisites: MATH 150

Mathematics is a creative endeavor based on reasoning, discovery and justification. In higher mathematics we explore, conjecture, and formally prove theorems about the behavior of abstract objects that model different aspects of reality. This course is an introduction and transition to the goals, tools, and subject matter of higher mathematics, including logic, the methods and structure of mathematical proof, mathematical induction, basic set theory, creative problem solving, and mathematical writing and communication. Students may not receive credit for taking both MATH 260 and MATH 262.

**MATH 262 | DISCRETE MATHEMATICS****Units: 3 Repeatability: No****Core Attributes: Math reasng and prob solving**

Prerequisites: MATH 150

Our world is inundated with discrete packets of data, from satellite imaging, to cyber security, to biotechnology. A language and framework is needed to understand, quantify, and manipulate this information. This course provides the tools (mathematical proof techniques) and case studies (sets and infinity, numbers and encryption, graphs and structure) to equip us for our data driven world. Students may not receive credit for taking both MATH 260 and MATH 262.

**MATH 294 | SPECIAL TOPICS IN MATHEMATICS****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: MATH 151 with a minimum grade of C-

Topics of special interest chosen by the instructor.

**MATH 300 | MATHEMATICAL CONCEPTS FOR ELEMENTARY TEACHERS II****Units: 3 Repeatability: No**

Prerequisites: MATH 200 with a minimum grade of C

Measurement concepts, development of the real number system, algebra, geometric mappings, probability, and statistics. Note: This course does not count toward either the major or minor in Mathematics.

**MATH 305 | SEMINAR IN TEACHING MATHEMATICS****Units: 2**

Senior seminar for single subject credential students in mathematics. Issues in mathematics education including: Contribution to mathematics by men and women of various ethnic, racial, and cultural groups; equity considerations in mathematics education; variations in how students learn mathematics; diverse methods of communication and assessment in mathematics; and practical aspects of teaching diverse students. Students will be required to do some tutoring in mathematics. This course does not count toward the minor in mathematics or toward the upper division mathematics electives of the mathematics major (even for the secondary education emphasis).

**MATH 310 | APPLIED MATHEMATICS FOR SCIENCE AND ENGINEERING I****Units: 3 Repeatability: No**

Prerequisites: MATH 151 with a minimum grade of C-

Matrix algebra, ordinary differential equations, and operational techniques.

Students may not receive credit for both MATH 310 and MATH 330 (mutually exclusive).

**MATH 311 | APPLIED MATHEMATICS FOR SCIENCE AND ENGINEERING II****Units: 3-4 Repeatability: No**

Prerequisites: MATH 250 with a minimum grade of C- and MATH 310 with a minimum grade of C-

Boundary value problems, partial differential equations, Fourier methods, and introduction to complex analysis.

**MATH 315 | APPLIED PROBABILITY AND STATISTICS****Units: 3**

Prerequisites: MATH 250

Introduction to probability; discrete and continuous random variables; conditional and joint distributions and densities; functions of random variables; expectation and estimation; central limit theorem; introduction to statistics; introduction to random sequences and random processes.

**MATH 320 | LINEAR ALGEBRA****Units: 3 Repeatability: No**

Prerequisites: MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-

Systems of linear equations, matrix algebra and operations, vector spaces of three or more dimensions, linear independence, inner product spaces, linear transformations and their matrices, determinants, eigenvalues and eigenvectors, and brief introduction to canonical forms.

**MATH 325 | HISTORY OF MATHEMATICS****Units: 3 Repeatability: No**

Prerequisites: MATH 250 and (MATH 260 or MATH 262)

Selected topics from the history of mathematics. The course includes a variety of writing assignments. Emphasis is on the history of mathematical ideas, rather than on personalities or social background.

**MATH 330 | ORDINARY DIFFERENTIAL EQUATIONS****Units: 3 Repeatability: No**

Prerequisites: MATH 250 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)

Preliminary ideas, differential equations of the first and second order, linear equations with constant coefficients, operational techniques, simultaneous equations, series solutions, and applications.

**MATH 331 | PARTIAL DIFFERENTIAL EQUATIONS****Units: 3**

Prerequisites: MATH 330 with a minimum grade of C-

Preliminary notions, techniques for solving well-known partial differential equations of physics, orthogonal functions, and applications. Prereq: MATH 330 with a grade of C- or better.

**MATH 340 | NUMERICAL ANALYSIS I****Units: 3 Repeatability: No**

Prerequisites: MATH 151 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and COMP 110 with a minimum grade of C-

Approximate computations and round-off errors, Taylor expansions, numerical solution of equations and systems of equations, numerical integration, numerical solution of differential equations, interpolation, and problem solving on the computer.

**MATH 341 | NUMERICAL ANALYSIS II****Units: 3**

Prerequisites: MATH 250 with a minimum grade of C- and MATH 320 with a minimum grade of C- and MATH 330 with a minimum grade of C- (Can be taken Concurrently) and MATH 340 with a minimum grade of C-

Estimation of eigenvalues and eigenvectors of matrices; numerical solutions of differential equations, existence, and stability theory; and computer lab assignments. Prereq: MATH 250, 320, 330 (may be taken concurrently), and 340, all with a grade of C- or better. Cross-listed as COMP 341.

**MATH 350 | PROBABILITY****Units: 3 Repeatability: No**

Prerequisites: MATH 250 with a minimum grade of C- and (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-)

Probability axioms, conditional probability, discrete and continuous sample spaces, random variables and common distributions, jointly distributed random variables, and central limit theorem.

**MATH 351 | MATHEMATICAL STATISTICS****Units: 3**

Prerequisites: MATH 350 with a minimum grade of C-

Statistical models, estimation, hypothesis testing, optimality, linear models, analysis of discrete data, and nonparametric methods. Prereq: MATH 350 with a grade of C- or better.

**MATH 355 | COMBINATORICS****Units: 3 Repeatability: No**

Prerequisites: MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-

Principles of enumeration, finite difference calculus, generating functions, finite difference equations, principle of Inclusion and Exclusion, introduction to the theory of combinatorial graphs, and applications to computer science.

**MATH 360 | REAL ANALYSIS****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-

Analysis is the study of the foundations of calculus, including formal definitions of limits and convergence, and careful proofs of basic facts about numbers and functions. This course is an introduction to analysis of functions of one real variable.

**MATH 361 | TOPICS IN ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: MATH 360 with a minimum grade of C-

Analysis is the study of the foundations of calculus, including formal definitions of limits and convergence, and careful proofs of basic facts about numbers and functions. This course is a continuation of MATH 360.

**MATH 365 | COMPLEX FUNCTION THEORY****Units: 3 Repeatability: No**

Prerequisites: (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 250 with a minimum grade of C-

Analytic function theory; power series, analytic continuation, conformal mapping, and applications.

**MATH 370 | THEORY OF NUMBERS****Units: 3 Repeatability: No**

Prerequisites: (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 151 with a minimum grade of C-

Divisibility, Euclidean algorithm, fundamental theorem of arithmetic, congruences, Fermat's theorem, Euler's function, Chinese Remainder Theorem, Diophantine equations, primitive roots, quadratic residues, reciprocity law, and continued fractions.

**MATH 375 | ABSTRACT ALGEBRA****Units: 3 Repeatability: No**

Prerequisites: MATH 320 with a minimum grade of C-

Abstract algebra is the study of operations like addition and multiplication that act on objects other than numbers, such as vectors, matrices, polynomials, functions, transformations, and symmetries. This course is an introduction to the basic structures of abstract algebra: groups, rings, integral domains, division rings, fields, vector spaces, and algebras, and their applications to other branches of mathematics.

**MATH 380 | GEOMETRY****Units: 3 Repeatability: No**

Prerequisites: (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 250 with a minimum grade of C-

An introduction to an area of modern geometry. The specific topic will be chosen from the following: non-Euclidean geometry, differential geometry, projective geometry, or metric geometry, and historical references.

**MATH 385 | TOPOLOGY****Units: 3 Repeatability: No**

Prerequisites: (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 250 with a minimum grade of C-

Metric spaces, topologies, subspaces, continuity, separation axioms, compactness, and connectedness.

**MATH 388 | MATHEMATICAL LOGIC****Units: 3 Repeatability: No**

Prerequisites: (MATH 260 with a minimum grade of C- or MATH 262 with a minimum grade of C-) and MATH 151 with a minimum grade of C-

Abstract structure of logical arguments, theory of the propositional and predicate calculus, and selected topics in modern logic.

**MATH 395 | MATHEMATICAL PROBLEM SOLVING SEMINAR****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MATH 151 with a minimum grade of C-

This course is intended for students who enjoy the challenge of mathematical problems. This course differs from other mathematics courses which are focused on the theory and applications of a single branch of mathematics. It emphasizes problem-solving techniques, creative thinking, and exposition of skills in different areas of mathematics such as algebra, calculus, geometry, and number theory. (May be taken twice for credit.).

**MATH 405 | ADVANCED PERSPECTIVE ON HIGH SCHOOL MATHEMATICS****Units: 3**

This course is a required course in the Mathematics Single Subject credential program. It provides a capstone experience for future mathematics high school teachers, in which they look at topics in high school mathematics from an advanced viewpoint. Connections between mathematics topics and between basic and more advanced mathematics will be emphasized. This course does not count toward the minor in mathematics or toward the upper division mathematics electives of the mathematics major (even for the secondary education emphasis).

**MATH 440 | MATHEMATICAL MODELING IN ECOLOGY****Units: 4 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: (MATH 160 or MATH 222) and (MATH 310 or MATH 330)

An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from MATH 440 and EOSC 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both MATH 440 and EOSC 440. Students may not receive credit for taking both MATH 440 and MATH 445.

**MATH 444 | FORUM****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: MATH 320 and (MATH 325 or MATH 330 or MATH 331 or MATH 340 or MATH 341 or MATH 350 or MATH 351 or MATH 355 or MATH 360 or MATH 361 or MATH 365 or MATH 370 or MATH 375 or MATH 380 or MATH 385 or MATH 388 or MATH 445)

The goal of this capstone mathematics course is to improve the ability to communicate mathematics, both written and oral, to a general and technical audience. In the process, students are exposed to a broad range of topics from modern and classical mathematics, and increase their familiarity with the culture of mathematics. This course fulfills the upper division writing and oral communication requirements.

**MATH 445 | MATHEMATICAL MODELING****Units: 3**

Prerequisites: MATH 250 with a minimum grade of C- and MATH 320 with a minimum grade of C- and MATH 330 with a minimum grade of C-

The construction and analysis of mathematical models, simplifying assumptions and testing strategies; topics chosen by the instructor in dimensional analysis, discrete and continuous dynamical systems, stochastic models, linear systems, optimization models, statistical methods, and graph theory. Prereq: MATH 250 with a grade of C- or better, MATH 320 with a grade of C- or better and MATH 330 with a grade of C- or better.

**MATH 494 | SPECIAL TOPICS IN MATHEMATICS****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Topics of special interest chosen by the instructor. May be repeated for credit with the consent of the instructor.

**MATH 496 | DIRECTED RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Undergraduate Research**

Independent research directed by a faculty member.

**MATH 498 | INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Practical experience in the application of mathematics. Students will be involved in projects conducted by businesses, agencies, and institutions. Enrollment is arranged on an individual basis according to the student's interest and background, and the availability of positions. A written report is required. Units may not normally be applied toward the major or minor in mathematics. MATH 498 may be repeated for a total of three units.

**MATH 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Student reading in selected special topics; student presentations. May be repeated for credit once with a different topic.

# Mechanical Engineering (MENG)

**MENG 210 | STATICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 270 and MATH 150

Equilibrium analysis of particles and rigid bodies using vector analysis of forces and moments in two and three dimensions; free body diagrams; friction; analysis of trusses; distributed forces; basics of shear and moment diagrams; centroids; and moments of inertia. Three hours lecture weekly. Fall and spring semesters.

**MENG 260 | INTRODUCTION TO THERMAL SCIENCES****Units: 3 Repeatability: No**

Prerequisites: MATH 151 and PHYS 270

Introduction to basic engineering thermodynamics, fluid mechanics, and heat transfer. Applications to engineering systems. Three hours lecture weekly. Fall and spring semesters.

**MENG 294 | SPECIAL TOPICS IN MECHANICAL ENGINEERING****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics seminar in areas of special interest to mechanical engineering. May be repeated for credit with a different topic.

**MENG 299 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual project in creative design and synthesis under the general supervision of a participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

**MENG 300 | APPLIED THERMODYNAMICS****Units: 3-4**

Prerequisites: MENG 260

Further developments of concepts from classical thermodynamics. Application of laws of thermodynamics to gas and vapor power cycles, mixtures of gases and vapors, and refrigeration cycles. Moist air analysis and chemically reacting systems. Three hours lecture weekly. Fall semester.

**MENG 311 | MATERIALS SCIENCE AND ENGINEERING****Units: 3 Repeatability: No**

Prerequisites: CHEM 151 and CHEM 151L and MATH 151

Basic concepts of material structure and its relation to properties; atomic structure; mechanical properties; engineering applications; introduction to semiconductor materials.

**MENG 321 | MATLAB PROGRAMMING AND PROBLEM SOLVING****Units: 1 Repeatability: No**

Prerequisites: COMP 110 and MENG 210

Computer programming in Matlab with elementary numerical analysis of engineering problems. Arithmetic and logical operations, arrays, graphical representation of computations, symbolic mathematics, solution of equations, and introduction to data structures.

**MENG 350 | MANUFACTURING PROCESSES****Units: 3 Repeatability: No**

Prerequisites: MENG 210 and (MENG 311 or ENGR 311)

Description, classification and analysis of manufacturing processes used in the transformation of different raw materials (e.g. metal, polymers, and ceramics) into consumer or capital goods. Topics include analysis of variables that affect process operations, performance, quality, cost, sustainability and the design of process plans.

**MENG 350L | MANUFACTURING PROCESSES LABORATORY****Units: 1 Repeatability: No**

A laboratory course to compliment the lecture material presented in ISYE 350. One three-hour laboratory weekly. Spring Semester.



**MENG 351 | MACHINE SHOP PRACTICES****Units: 1 Repeatability: No**

Introduction to metal and wood working machines and practices, with emphasis on development of basic competence and safety. Three-hour laboratory weekly. Sophomore standing in Mechanical engineering. Fall semester.

**MENG 352 | CAD PRACTICES****Units: 1 Repeatability: No**

Introduction to 3D computer-aided design of components and assemblies using modern solid modeling tools. Three-hour laboratory weekly. Sophomore standing in Mechanical engineering. Fall semester.

**MENG 360 | FLUID MECHANICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MENG 260 and MATH 250 and MATH 310

Basic laws of fluid mechanics with applications to engineering problems, including dimensional analysis and similitude, boundary layer analysis, internal and external flows, and turbomachinery analysis. Three hours lecture. Spring semester.

**MENG 365 | WATER IN CALIFORNIA AND ISRAEL: CHALLENGES AND SOLUTION****Units: 3 Repeatability: No**

Prerequisites: MENG 360 (Can be taken Concurrently)

Discussion of the hydrological cycle, distribution of water resources, water delivery and treatment infrastructure, as well as wastewater management. Focus on water challenges and solutions in California and Israel.

**MENG 370 | MECHANICS OF MATERIALS****Units: 3 Repeatability: No**

Prerequisites: MENG 210

Analytical methods for determining stress and strain, torsion, bending of beams, shearing stress in beams, combined stresses, principal stresses, and deflection in beams. Three hours lecture weekly. Spring semester.

**MENG 370L | MECHANICS OF MATERIALS LABORATORY****Units: 1 Repeatability: No**

Prerequisites: MENG 370 (Can be taken Concurrently)

Laboratory for MENG 370. Three-hour laboratory weekly. Spring semester.

**MENG 375 | DYNAMICS****Units: 3 Repeatability: No**

Prerequisites: MENG 210

Analysis of dynamics of particles and rigid bodies using vector methods in two and three dimensions. Topics include kinematics and kinetics of translational and rotational motion, energy and momentum methods. Three hours lecture weekly. Fall semester.

**MENG 380 | KINEMATICS AND DESIGN OF MACHINERY****Units: 3**

Prerequisites: MENG 375

Kinematics and dynamic analysis of machinery; mechanism synthesis techniques for function, motion, path generators; and design applications with linkages, cams, and gears. Three hours lecture weekly. Spring semester.

**MENG 381 | DESIGNING YOUR LIFE****Units: 1 Repeatability: No**

Prerequisites: ENGR 103

Application of design thinking to personal decision making. Development of oral and written communication, teamwork, and leadership skills.

**MENG 400 | HEAT TRANSFER****Units: 3 Repeatability: No**

Prerequisites: MENG 360

Heat transfer by conduction, convection, radiation, and combinations thereof. Introduction to heat exchanger analysis and design, along with other applications. Three hours lecture. Fall semester.

**MENG 400L | HEAT TRANSFER LABORATORY****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: MENG 400 (Can be taken Concurrently)

Laboratory for MENG 400. Three laboratory weekly. Fall semester.

**MENG 410 | ALTERNATIVE ENERGY SYSTEMS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MENG 300

Thermodynamics of traditional fossil fuels and bio fuel combustion. Analysis of solar, wind, wave, and tidal power systems. Introduction to fuel cells and advanced battery technology. Discussion of the current technological limitation of each topic listed above. Three hours of lecture weekly.

**MENG 415 | SOLAR ENERGY CONVERSION AND STORAGE****Units: 3 Repeatability: No**

Prerequisites: MENG 260

This course introduces principles and technologies for converting sunlight into electricity and heat. This class will study the behavior of photovoltaic solar energy systems and solar thermal technologies. The design and sizing of residential photovoltaic systems will be covered, including estimation of costs, benefits and subsidies. Introduction to hardware elements, effect of renewables on the grid and available electrochemical, thermal and other energy storage devices will be included.

**MENG 420 | COMPUTER APPLICATIONS IN MECHANICAL ENGINEERING****Units: 3**

Prerequisites: MATH 250 and MATH 310 and MENG 370 and MENG 352 and (ENGR 121 or COMP 150)

Mechanical design and analysis using commercially available solid modeling, kinematics, and FEA computer software. Numerical methods and their applications using root solving, optimization, regression analysis, numerical differentiation and integration will be covered. An introduction to finite difference and finite element methods will also be presented. Two hours lecture and one three-hour laboratory weekly. Fall semester.

**MENG 430 | DESIGN OF MACHINE ELEMENTS****Units: 3-4**

Prerequisites: MENG 370

Analysis and design of mechanical components against failures under steady and fatigue loads. Design applications of various machine elements, such as shafts, bearings, gears, springs, and fasteners. These are integrated into mini-design projects required of all students. Three hours lecture weekly. Spring semester.

**MENG 445 | INTRODUCTION TO ROBOTICS****Units: 3**

Prerequisites: MENG 375

This course covers introductory materials related to the subject of robotics. The course is designed to encompass theories as well as practices, intended for both the user and the designer of a robotic system. Topics include modeling and analyses of the mechanics of robots, actuators, sensors, and vision systems.

**MENG 460 | SYSTEM DYNAMICS AND VIBRATIONS****Units: 3**

Prerequisites: MENG 375

Analysis and design of dynamic systems in various engineering domains; modeling of mechanical and electrical systems, free and forced responses, time and frequency domain analysis, applications in isolation and control of mechanical vibrations, and vibration measuring instruments. Three hours lecture weekly. Spring semester.

**MENG 460L | SYSTEM DYNAMICS AND VIBRATIONS LABORATORY****Units: 1**

Prerequisites: MENG 460 (Can be taken Concurrently)

Laboratory for MENG 460. Three-hour laboratory weekly. Spring semester.

**MENG 462 | TOPICS IN FLUID MECHANICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MENG 360

Additional topics in fluid mechanics, including the differential description of fluid flow, its application to channel flow, pipe flow, and boundary layers, scaling of the equations, methods in computational fluid dynamics, and an introduction to turbulence. Three hours lecture weekly.

**MENG 465 | INTRODUCTION TO COMPUTATIONAL FLUID DYNAMICS****Units: 3 Repeatability: No**

Prerequisites: MENG 360

This course introduces students to finite volume methods as a means of solving differential equations that arise in fluid dynamics. The conservation of mass, momentum and energy equations will be solved using a software package. Fundamentals of numerical analysis related to fluid mechanics and heat transfer will be reviewed. Applications include modeling laminar and turbulent channel flow, pipe flow, boundary layers, heat exchangers, or flow past an airfoil.

**MENG 470 | FINITE ELEMENT ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: MATH 310 and MENG 351 and MENG 370

Finite element based solutions to engineering problems with an emphasis on elastostatic problems in structural mechanics. The power and pitfalls associated with the finite element method highlighted through practical modeling assignments. Modeling and practical applications using commercial finite element codes. Three hours lecture weekly.

**MENG 491 | SENIOR DESIGN PROJECT I****Units: 3 Repeatability: No**

Prerequisites: (MENG 311 or ENGR 311) and ENGL 304 and MENG 351 (Can be taken Concurrently) and MENG 352 (Can be taken Concurrently) and MENG 400 (Can be taken Concurrently) and MENG 400L (Can be taken Concurrently) and MENG 430 (Can be taken Concurrently) and COMM 203 (Can be taken Concurrently)

Mechanical engineering capstone design experience in a simulated industrial environment. Students work in teams, in collaboration with an engineering faculty and/or an engineering professional from industry, on an open-ended design project. This involves designing, construction, testing, and evaluation as well as consideration of issues related to ethics, economics, safety and professional practice. Two-hour lecture and four-hour laboratory weekly.

**MENG 491W | SENIOR DESIGN PROJECT I****Units: 4 Repeatability: No****Non-Core Attributes: Writing-Pre F17 CORE**

Prerequisites: COMM 203 and ENGR 311 and MENG 351 and MENG 352 and MENG 400 (Can be taken Concurrently) and MENG 430 (Can be taken Concurrently)

This course prepares students to approach an engineering design project in a small team. Topics include project selection, research methods on chosen project, a review of the design process, including concept generation, concept selection, construction, testing, and evaluation, as well written and oral presentation skills. Three-hour lecture recitation and one three-hour laboratory weekly. Fall semester.

**MENG 492 | SENIOR DESIGN PROJECT II****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: MENG 491W or MENG 491

Mechanical engineering capstone design experience in a simulated industrial environment that applies and integrates engineering and nonengineering topics.. Students work in teams, in collaboration with an engineering faculty and/or an engineering professional from industry, on an open-ended design project. This involves designing, construction, testing and evaluation as well as consideration of issues related to ethics, economics, safety and professional practice. The course also includes documentation of design project including written reports and oral presentations to multiple audiences.

**MENG 494 | SPECIAL TOPICS IN MECHANICAL ENGINEERING****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics seminar in areas of special interest to current engineering practice in Mechanical Engineering. May be repeated for credit.

**MENG 496 | UNDERGRADUATE RESEARCH****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

Faculty-directed undergraduate research in mechanical engineering. Problem proposal must be submitted and approved prior to enrollment. Written report required. Upper division standing in the EE major. Prior approval by the department chair is required. May be repeated for credit.

**MENG 498 | INTERNSHIP/CO-OP EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Directed upper division level internship/co-operative experience in engineering research, design, development, manufacturing, or the engineering activity. Written report required. Credit not applicable to minimum program graduation requirement. Placement contingent upon approval of participating organization. May be repeated for credit.

**MENG 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual design or research project under the general supervision of participating professor. Project proposal must be submitted and approved prior to enrollment. May be repeated for credit.

## Military Science (MILS)

**MILS 096 | LEADERSHIP LABORATORY****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Application of individual skills and military tasks appropriate to a small unit leader. Prepares cadets for higher level leadership positions. Emphasis is on performance in leader roles which includes instruction. Maximum credit eight units. Credit earned in this course not applicable to a bachelor's degree.

**MILS 101 | INTRODUCTION TO LEADERSHIP I****Units: 3**

This course introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big-picture understanding of ROTC, its purpose in the Army, and its advantages for the student. Relative examples and discussions are used to relate leadership to not only the military, but also to Corporate America.

**MILS 102 | INTRODUCTION TO LEADERSHIP II****Units: 3**

This course overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. The principles discussed in this curriculum can be used to prepare managers for Corporate America by building a solid foundation for the understanding of leadership.

**MILS 110 | UNITED STATES MILITARY HISTORY****Units: 3 Repeatability: No**

Analyze decisions made by American military leaders, military engagements from colonial period through current operating environment, principles of war, and reviews of decisions affecting outcomes.

**MILS 201 | FOUNDATIONS OF LEADERSHIP I****Units: 3**

This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in Leadership Labs. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of Army rank, structure and duties, and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier's Creed and Warrior Ethos as they apply in the Contemporary Operating Environment (COE).

**MILS 202 | FOUNDATIONS OF LEADERSHIP II****Units: 3**

This course examines the challenges of leading tactical teams in the complex Contemporary Operating Environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operations orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self-awareness as they assess their own leadership styles and practice communication and team building skills. COE case studies give insight into the importance and practice of teamwork and tactics in real-world scenarios.

**MILS 299 | INDEPENDENT STUDY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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.

**MILS 301 | ADAPTIVE TACTICAL LEADERSHIP****Units: 3**

Military Science 301 will develop leadership and organizational skills, time management, and technical competence in military-related subjects. Students concentrate on the practical application of the leadership fundamentals and techniques learned in the ROTC Basic Course and prepare for success at the Leader Development and Assessment Course at Fort Lewis, Washington, and as future commissioned officers in the U.S. Army. The course consists of both classroom instruction and practical field application where cadets are placed in leadership roles.

**MILS 302 | APPLIED TEAM LEADERSHIP****Units: 3**

MSL 302 uses increasingly challenging situational leadership challenges to build Cadet proficiency and skills in leading tactical operations. Having learned squad-level tactics in MSL 301, cadets will now learn to effectively lead up to platoon level. Cadets will review aspects of combat, stability and support operations. They will also conduct military briefings and develop proficiency in garrison operations orders. The focus is on exploring, evaluating and developing skills in decision making, persuading and motivating members of a team to accomplish a common mission. MSL 302 Cadets are evaluated on what they know and do as leaders as they prepare to attend the Leadership Development and Assessment Course (LDAC).

**MILS 401 | ADAPTIVE TEAM LEADERSHIP****Units: 3 Repeatability: No**

Prerequisites: MILS 301 and MILS 302

This course 401 transitions the focus of student learning from being trained, mentored, and evaluated as an MSL III Cadet to learning how to train, mentor, and evaluate underclass Cadets. MSL IV Cadets learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process, Army Writing Style, the Army's Training Management Cycle and METL Development processes during weekly Training Meetings. Cadets learn to safely conduct training by understanding and employing the Deliberate Risk Management Process. Cadets learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating, and leading a cadet platoon, company, and/or battalion in the execution of a Leadership Lab, Ranger Challenge Exercise, and a Leadership Development Exercise (LDX).

**MILS 402 | COMPANY GRADE LEADERSHIP****Units: 3 Repeatability: No**

Prerequisites: MILS 301 and MILS 302 and MILS 401

This is an academically challenging course where you will study, practice, develop, and apply critical thinking skills pertaining to Army leadership, officer skills, Army Values and ethics, personal development, and small unit tactics at platoon level. This course includes reading assignments, homework assignments, small group assignments, briefings, case studies, practical exercises, mid-term exam, and a Capstone Exercise in place of the final exam. For the Capstone Exercise, you will be required to complete an Oral Practicum that you will be evaluated on your knowledge of the 20 Army War fighting Challenges (AWFC) covered throughout MILS401 and 402 coursework. In addition, you could be assessed on leadership abilities during classroom PE, Leadership Labs, or Leader Training Exercises (LTX). You will receive systematic and specific feedback on your leader attributes, values, and core leader competencies from your cadre, PMS and other MSL IV Cadets.

**MILS 499 | INDEPENDENT STUDY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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.

## Music (MUSC)

### MUSC 101 | AMERICAN MUSIC

**Units: 3 Repeatability: No**

**Core Attributes: Artistic Inquiry area, Domestic Diversity level 1**

This course will examine both the nature and history of music in America from its roots to current day. The content of this course is divided into three broad streams of music: folk and ethnic, popular, and classical. We will explore the interconnectedness of these musical styles and traditions as well as their distinctive differences. We will also examine the musical origins and early influences from the traditions of the English-Celtic, African-American, Native American, and Latino. The diverse traditional musics brought to America by French, Scandinavian, Arab and Asian settlers and immigrants will also be explored. Inquiry into the lives of the remarkably innovative musicians will reveal how their music and artistic practices both reflected and shaped their culture. Understanding the racial and gender discrimination in America is an integral part of this study. Throughout this course, students will develop their own understanding of the geographical, socio-political and religious connections linked to American music and its musicians. Once we grasp the diversity of music in America, we can then ask ourselves, What is American music? What makes it American? What do we learn about a culture, or society, by examining their music? In what ways in music constantly changing? Critical listening skills are a necessary part of the learning process. No previous musical training is required. This course satisfies the EARI and FDDI requirements.

### MUSC 102 | JAZZ

**Units: 3 Repeatability: No**

**Core Attributes: Artistic Inquiry area, Domestic Diversity level 1**

**Non-Core Attributes: Undergraduate Research**

This course examines the nature and history of jazz in America, from its roots to current day. In contrast to studies of Western European music, this course traces its history primarily through the individual artists; the performers are the creators of jazz. Along with the geographical, socio-political and religious contexts, American jazz is virtually inseparable from the study of racial discrimination. Racism toward Black Americans is a common theme for discussion. No previous musical study is required.

### MUSC 103 | MUSIC FOR THE STAGE

**Units: 3**

**Core Attributes: Artistic Inquiry area**

A survey course that examines the history and masterworks of music-theater, beginning with the birth of opera but concentrating on the role of music-theater in the United States. The course includes discussion of important aesthetic, social, and musical developments that shaped music-theater in the last 500 years, while examining the ever-changing balance in the importance of text, music, and spectacle. Reading, writing, listening, and concert attendance required. This course fulfills the core curriculum requirement for Fine Arts.

### MUSC 105 | CLASS PIANO I

**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Designed for students with no prior keyboard training. Study of notation, keys, scales, chords, and elementary piano repertoire. Class sessions will include ensemble playing, sight reading, melodic harmonization, improvisation and individual coaching on theory, technique and repertoire. Students will be expected to practice five days a week in order to be prepared for each class session. May be repeated for credit up to 2 units.

### MUSC 106 | WE SHALL OVERCOME: SINGING FOR JUSTICE, FREEDOM AND PEACE

**Units: 3 Repeatability: No**

**Core Attributes: Artistic Inquiry area, Global Diversity level 1**

This course examines the complex relationship between song and social dissent. We will explore the use of popular, traditional, and art musics by activists and social change-makers, drawing on a range of global group singing traditions. In doing so, we will seek to understand how and why group singing can be effective in mobilizing social movements, and how it might be able to advance causes of social justice in our communities today. This course bridges two sub-disciplines of music, ethnomusicology and performance; in addition to seminar-style exploration of history and culture, a significant portion of the course will include group singing, culminating in a end-of-semester song festival led by the members of the course.

### MUSC 107 | CLASS VOICE

**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

**Core Attributes: Artistic Inquiry area**

Voice study in a classroom environment for all levels of singers. Students will be introduced to the elements of classical vocal technique, which they will apply in the performance of classical and musical theater repertoire. Fee required to pay for accompanist. May be repeated for credit up to two units.

### MUSC 108 | CLASS GUITAR

**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Guitar study in a classroom environment for beginners. Basics of traditional notation, chordal accompaniment, and development of right and left hand techniques. Emphasis on how the guitar is used in a variety of styles including classical, flamenco, blues, and jazz. Students must have their own instrument. May be repeated for credit up to two units.

### MUSC 109 | INTRODUCTION TO SONIC ARTS

**Units: 3 Repeatability: No**

**Core Attributes: Artistic Inquiry area**

A survey of the natural, cultural, historical, and artistic experience of sound with an emphasis on the use of sound in artistic and critical engagements with the world. Topics include: acoustic ecology, philosophy of music, musical instrument technology; scientific and mathematical application of sound; radical challenges to musical traditions in the 20th century, including electronic, experimental, and improvised musics; installations and sound sculpture; technologies of sound reproduction; copyright and technological change; sampling; and DJ culture. Cross-listed as ARTH 109. This course fulfills a core curriculum requirement and may be taken to fulfill a major or minor requirement.

### MUSC 110 | CONCERT PRODUCTION

**Units: 1 Repeatability: Yes (Can be repeated for Credit)**

**Non-Core Attributes: Other**

Concert Production, divided into academic study and instructional, workshop, and practical sections, will introduce the vital elements of live performance production including live sound reinforcement, micing, recording techniques, stage lighting, stage management, and concert management. In addition to lighting and sound skills, students will learn how to properly prepare for a show (including appropriate dress and punctuality), manage the show during the performance, as well as how to strike the performance space after the concert. Students study the concepts and background of concert production, and then apply the skills and experience gained through co-producing official USD shows in support of the Music Department.



**MUSC 120 | FUNDAMENTALS OF MUSIC THEORY****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

Establishes a firm foundation for music theory, including Western music notation, rhythm, scales and transpositions, intervals and inversions, chords, tonal harmony, and their practical application in singing and keyboard playing. This course is a prerequisite for Harmony I (MUSC 220) and Aural Skills I (MUSC 210), fulfills a core curriculum requirement and may be taken to fulfill a major or minor requirement.

**MUSC 121 | MAKING MUSIC - INTEGRATING THEORY AND PRACTICE****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area****Non-Core Attributes: Community Engagement**

This course engages students in integrating their musical practice with basic theoretical concepts in music, helping them to be efficient in reading musical notation and learning to execute a simple piece of music within a short period of time. Topics include common Western music notation, rhythm and meter, major and minor scales, transpositions, interval and inversions, triadic and dominant 7th chords and their inversions, and common Italian terminology for music. The community-service learning component of the course provides a creative channel for the students to use their gains from the theoretical concepts in actual music making. This course welcomes all students with some musical background. It is a prerequisite for Harmony I (MUSC 220) and Aural and Keyboard Skills I (MUSC 210) for music majors and minors.

**MUSC 130 | MUSIC IN SOCIETY****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area****Non-Core Attributes: Undergraduate Research**

This course is designed to enhance one's enjoyment of music through the study of key elements that when combined, create musical style. Emphasis is placed on examining music styles and genres of the major historical periods within Western musical tradition. The works of representative artists will be studied through readings, listening assignments, and videos. One primary goal is to deepen one's awareness and understanding of the many ways human experience is reflected in music.

**MUSC 140 | MUSIC IN WORLD CULTURES****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area, Global Diversity level 1**

This course explores and compares music as an aspect of human culture focusing on selected non-Western music styles from around the world. It includes socio-musical stories of difference and the relationships of music, diversity and political oppression and resistance, and dismantles stereotypes of non-Euro-American peoples. We examine broad historical, cultural, and social contexts of music and cross-cultural understanding while highlighting music performance in contexts of power dynamics and social justice. Students study local, regional, national and global values of music; become familiar with traditional, religious, folk, art, and popular musical styles of several countries; analyze music in diverse world music contexts; contextualize music and social action; and acquire active listening skills and a mastery of music and cultural studies terms. They consider world issues of class and privilege and explore the roles of the media, politics, religion, gender, social order, and popular trends on expressive culture, and discover the interdisciplinary nature of music and the intersectionality of the arts, human agents and values, and social justice in a global context.

**MUSC 150 | CHAMBER MUSIC ENSEMBLES****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Study and public performance of chamber music, instrumental or vocal. On- and off-campus performances each semester. Audition and fee required. Must be taken concurrently with individual music lessons on enrolled instrument. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Fine Arts. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information.

**MUSC 151 | USD STRINGS****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Study and public performance of strings music. On- and off-campus performances each semester. Audition required. Must be taken concurrently with individual music lessons on enrolled instrument. May be repeated for credit without limit. [This course fulfills a core curriculum requirement.].

**MUSC 152 | CHORAL SCHOLARS****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

A highly selective vocal ensemble devoted to intensive study of choral literature from all historical periods. Students serve as ambassadors for the university; demanding performance schedule. By audition only; minor in music, voice lessons, leadership skills required. May be repeated for credit without limit. Go to [www.sandiego.edu/choralscholars](http://www.sandiego.edu/choralscholars) for complete information.

**MUSC 153 | CONCERT CHOIR****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area****Non-Core Attributes: Fine Arts-Pre F17 CORE**

A mixed choral ensemble devoted to the study and performance of choral literature from all historical periods. Audition and fee required. May be repeated for credit without limit. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information. This course fulfills one unit of the core curriculum requirement for Fine Arts.

**MUSC 154 | OPERA WORKSHOP****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Training in preparation of productions of operas and musicals; coaching, directing, staging, and lighting, culminating in full performance. May be repeated for credit without limit. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information. An audition may be required. This course fulfills one unit of the core curriculum requirement for Fine Arts.

**MUSC 155 | JAZZ ENSEMBLE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Study and public performance of jazz music, instrumental or vocal. On- and off-campus performances each semester. No audition or fee required. Individual lessons on enrolled instrument available each semester. May be repeated for credit without limit. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information. This course fulfills one unit of the core curriculum requirement for Fine Arts.

**MUSC 156 | BAND****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

This course involves study and public performance of band (Concert Band and Athletic Band-including Marching and Pep Band) music. There will be on- and off-campus performances each semester. Audition required. Must be taken concurrently with individual music lessons on enrolled instrument. This course fulfills one unit of the core curriculum requirement for Fine Arts. May be repeated for credit without limit.

**MUSC 157 | GAMELAN ENSEMBLE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area, Global Diversity level 1**

This performance course focuses on Balinese gamelan, a bronze, percussive ensemble of the peoples of Bali, Indonesia. Students acquire the technique of performance of gamelan as an exploration of communal music making and cultural values and Balinese ways-of-being in music. Students learn to embody the proper performance practice and values of gamelan playing and study the cultural contextualization of gamelan music, and they contrast these with the narratives of gamelan (and Bali) outside of Indonesia, within histories of colonization and political oppression, and within their own class standing and positions of privilege. The course introduces students to the gamelan instruments, their symbolism and values within Bali, and teaches the appropriate behavior around the instruments as embodying difference and cross-cultural respect. Students discover the interdisciplinary nature of Balinese music and the intersectionality of the arts, human agents and values in the formation of Balinese cultural values and identity. Through the acquisition of proper behavior and experience, knowledge through reflections and readings and the class, and the development of respectful attitude, students learn to express these values in performance. The course culminates in a final concert of Balinese performing arts in which all students participate. May be repeated for credit.

**MUSC 158 | MARIACHI ENSEMBLE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area, Global Diversity level 1**

This performance course focuses on the Mariachi tradition, a ensemble with deep roots in Mexico consisting primarily of vocalists, violinists, trumpeters, and a variety of guitar instruments. Students acquire the technique of Mariachi performance as an exploration of communal music making and cultural values and Mexican ways-of-being in music. Students learn to embody the proper performance practice and values of Mariachi and study its cultural contextualization, and they contrast these with the narratives of histories of colonization and political oppression, and within their own class standing and positions of privilege. The course introduces students to the Mariachi instruments, their symbolism and values within Mexico, and teaches the appropriate behavior as practitioners of the music and culture as embodying difference and cross-cultural respect. Students discover the interdisciplinary nature of Mexican music and the intersectionality of the arts (Folklorico dancers regular work with the ensemble), human agents and values in the formation of Mexican cultural values and identity. Through the acquisition of proper behavior and experience, knowledge through reflections and readings and the class, and the development of respectful attitude, students learn to express these values in performance. The course culminates in a final concert of Mariachi performing arts in which all students participate. May be repeated for credit.

**MUSC 160 | PIANO****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Students may enroll in Individual Music Lessons if they are music majors, music minors, or actively enrolled in one of our performance ensembles. Each student has to complete a graded jury at the end of each semester, and may also perform in recitals. Performance Emphasis majors perform a Junior Recital, a half-length solo recital, in the spring semester of their junior year as part of their enrollment in applied lessons, and give a full-length Senior Recital in the spring semester of their final year and should enroll concurrently in Individual Music Lessons and MUSC 495 Senior Project. Individual lessons require a fee of \$600 for lower division lessons and \$650 for upper division lessons. The fee is waived for Music Majors and students eligible under the Music Department's Free Lesson Initiative. The music program provides accompanists for juries and one rehearsal; student must pay for additional times. Vocalists must pay additional accompanist fees as per request of instructor. All Individual Music Lessons require the approval of a full-time music faculty member. 300-level Individual Music Lessons are for performance emphasis music majors and advanced performers only; instructor approval required. Audition into the performance emphasis is required. May be repeated for credit without limit.

**MUSC 161 | VOICE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 162 | STRINGS-VIOLIN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 163 | VIOLA****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 164 | VIOLONCELLO****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 165 | STRINGS-DOUBLE BASS****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 166 | WOODWINDS-FLUTE/PICCOLO****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 167 | WOODWINDS-OBOE/ENGLISH HORN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 168 | WOODWINDS-CLARINET/BASS CLARINET****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 169 | WOODWINDS-BASSOON/CONTRABASSON****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 170 | WOODWINDS-SAXOPHONE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 171 | BRASS-HORN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 172 | BRASS-TRUMPET****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 173 | BRASS-TROMBONE/TUBA****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 174 | PERCUSSION****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 175 | HARP****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 176 | EARLY MUSIC PERFORMANCE PRACTICE (WINDS)****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 177 | EARLY MUSIC PERFORMANCE PRACTICE (STRINGS)****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 178 | GUITAR****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

**MUSC 179 | PIPE ORGAN/HARPSICHORD****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 180 | CONDUCTING****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 181 | IMPROVISATION****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****MUSC 200 | COMPREHENSIVE MUSICIANSHIP FOR EDUCATORS****Units: 3****Non-Core Attributes: Fine Arts-Pre F17 CORE**

The purpose of the course is to provide future teachers with the knowledge, skills, and confidence to successfully teach music in the elementary classroom, for Liberal Studies Majors. The major components are music literacy through basic musical notation reading and composition, music performance skills in singing, conducting, playing keyboards, handbells, autoharps, and pedagogical considerations for teaching music to children. Classroom observations or a teaching practicum is required. No previous musical experience necessary.

**MUSC 205 | CLASS PIANO II****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Class Piano II is designed for students who have already acquired late-elementary to intermediate-level piano study. This is a course required of all music majors and minors, and is designed to prepare students for the piano proficiency exam (final exam). Functional skills in sight reading, harmonization, improvisation, and transposition will be emphasized, but there will also be projects covering solo and ensemble repertoire.

**MUSC 210 | AURAL SKILLS I****Units: 1 Repeatability: No**

Prerequisites: MUSC 120 or MUSC 121

Corequisites: MUSC 220

Practical application of Harmony I; must be taken concurrently with MUSC 220.

**MUSC 211 | AURAL SKILLS II****Units: 1 Repeatability: No**

Prerequisites: MUSC 210

Corequisites: MUSC 221

Practical application of Harmony II; must be taken concurrently with MUSC 221.

**MUSC 220 | HARMONY I****Units: 3 Repeatability: No**

Prerequisites: MUSC 120 or MUSC 121

Corequisites: MUSC 210

Elementary harmony and composition; study of figured bass, species counterpoint, cadences, modulations, basic harmonic progressions, voice-leading principles; and introduction to harmonic, linear, and formal analysis.

**MUSC 221 | HARMONY II****Units: 3 Repeatability: No**

Prerequisites: MUSC 220

Corequisites: MUSC 211

Continuation of Harmony I; study of chromatic harmony, advanced harmonic, linear, and formal analysis, composition in small forms, and introduction to 20th-century techniques.

**MUSC 294 | SPECIAL TOPICS IN MUSIC****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Selected topics in music at an introductory level.

**MUSC 300 | CAREER DESIGN IN MUSIC****Units: 3**

This course is designed to introduce the music industry and explore career options in music. Students study the history and current developments in the industry, gain professional insights and learn practical and conceptual skills through reading and writing assignments, group and individual projects and interaction with visiting arts professionals, who will discuss their own different career paths in music. We will discuss a range of tools and ideas in music and explore social media, industry standards, music work in non-profit and for-profit institutions, tour/event planning and community outreach.

**MUSC 305 | BRASS AND STRINGS METHODS****Units: 1 Repeatability: No**

The primary goal of this course is to be able to teach the brass and string instruments at the primary and secondary levels through researching, studying, and playing. While a required course in the music education (credential) major, there are no prerequisites and any student wishing to learn both how to play a new instrument and/or the pedagogy behind the instrument families will benefit. This course is open to all students and required for students following the forthcoming Music Education emphasis.

**MUSC 306 | WOODWINDS AND PERCUSSION METHODS****Units: 1 Repeatability: No**

The primary goal of this course is to be able to teach the woodwinds and percussion instruments at the primary and secondary levels through researching, studying, and playing. While a required course in the music education (credential) major, there are no prerequisites and any student wishing to learn both how to play a new instrument and/or the pedagogy behind the instrument families will benefit. This course is open to all students and required for students following the Music Education emphasis.

**MUSC 310 | FORM AND ANALYSIS****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: MUSC 221

Study of musical form in instrumental music of the Classical and early Romantic era, methods of musical analysis, and the application of analysis to performance and interpretation, including Topic Theory. Written and oral presentation of musical analysis and program notes, including effective oral delivery.

**MUSC 311 | HARMONY III: POST-TONAL THEORY****Units: 3 Repeatability: No**

Prerequisites: MUSC 221

A survey of theory suitable for the analysis of 20th and 21st century post-tonal music in the Western concert tradition, and with application to creative composition as well as the analysis of music beyond of the post-tonal tradition. The course will also include historical contextualization and opportunities for in-class performance of post-tonal repertoire and the composition of original works in a post-tonal idiom.

**MUSC 315 | INTRODUCTION TO CONDUCTING****Units: 3**

Prerequisites: MUSC 220 and MUSC 210

Good conductors combine technique, a repertoire of interpretative gestures, verbal skills...and a bit of a charisma to lead an ensemble musically. In this course, we will cultivate this special skill set with gestural practice, score study exercises and conducting laboratories. We will develop a technique to articulate an interpretive vision for a piece of music both verbally and gesturally, to set and vary tempo, as well as control and mix the sound produced by each musician in the ensemble using concise and communicative conducting gestures. Pre-requisites: MUSC 220 and MUSC 210 or Instructor's Permission.

**MUSC 316 | ENGLISH, ITALIAN AND LATIN DICTION FOR SINGERS****Units: 1 Repeatability: No**

Corequisites: MUSC 161, MUSC 361

This course presents the phonetic sounds of sung English, Italian and Latin. Students will learn the basics of singer's diction and the International Phonetic Alphabet, and demonstrate their knowledge through written examination, speaking, and singing.

**MUSC 317 | SPANISH, FRENCH AND GERMAN DICTION FOR SINGERS****Units: 1 Repeatability: No**

Corequisites: MUSC 161, MUSC 361

This course presents the phonetic sounds of sung Spanish, French and German. Students will learn the basics of singer's diction and the International Phonetic Alphabet, and demonstrate their knowledge through written examination, speaking, and singing.

**MUSC 320 | ORCHESTRATION AND ARRANGING****Units: 3 Repeatability: No**

Prerequisites: MUSC 221

Orchestration and arranging in the chamber and orchestral idioms, employing traditional and modern techniques for all instrument families in the orchestra. Preparation of score and parts to a professional level using notation software. Opportunities for in-class performance of arrangements or original compositions.

**MUSC 322 | RHYTHM AND TIME****Units: 3**

Prerequisites: MUSC 120

A survey of the theory and practice of rhythm, and the organization of musical events in time, with studies of Western classical music, modern innovations, and selected non-Western traditions. The course includes regular workshops on advanced rhythmic skills suitable for all voice types and instruments.

**MUSC 330 | MUSIC HISTORY I: ANTIQUITY-1600 (EURPIDIES-MONTEVERDI)****Units: 3**

Prerequisites: MUSC 130

A historical survey of music through the Renaissance, presented in a cultural context. We will study composers of Western music and learn how to distinguish their works according to changing style characteristics, shifting esthetic and philosophical perspectives, and changing historical circumstances. Historical study, informed listening and criticism, writing based on library research, analytical writing, live concert visits.

**MUSC 331 | MUSIC HISTORY II: 1600-1830 (MONTEVERDI-BEETHOVEN)****Units: 3**

Prerequisites: MUSC 130

A historical survey of music from the Baroque through the Viennese Classical Era, presented in a cultural context. Students will study composers of Western music and learn how to distinguish their works according to changing style characteristics, shifting esthetic and philosophical perspectives, and changing historical circumstances. Historical study, informed listening and criticism, writing based on library research, analytical writing, live concert visits.

**MUSC 332 | MUSIC HISTORY III: 1830-PRESENT (SCHUBERT TO PHILIP GLASS)****Units: 3**

Prerequisites: MUSC 130

A historical survey of music from the Romantic Era through the present, offered in a cultural context. Students will study composers of Western music and learn how to distinguish their works according to changing style characteristics, shifting esthetic and philosophical perspectives, and changing historical circumstances. Historical study, informed listening and criticism, writing based on library research, analytical writing, live concert visits.

**MUSC 333 | PRO-SEMINAR IN MUSICOLOGY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced writing competency, Artistic Inquiry area**

Changing topics, e.g. Musical Manuscripts; Bach's Cantatas; Early Music Performance Practice; Choral Music Literature; Music and Faith. May be repeated for credit when topics change.

**MUSC 334 | MUSICAL ICONOGRAPHY: SOUND AND IMAGE****Units: 3**

Musical subject matter has been depicted in visual art throughout the ages, in paintings, in sculpture, in book illuminations. This includes musical notation, musical instruments, composer portraits, images of public and domestic performances, and depictions of ritual actions with music or of spiritual life (weddings, funerals, church services, music of the spheres, the angelic consort, etc.). In this course, we will explore the nature of the music that is the subject of the artwork and will discover the appropriate musical sounds implied in the visual art. We will match each image with the historically and stylistically appropriate music, and then explore the hidden sound behind the canvas. Examples will be taken from all historical periods, from Classical Antiquity through Modernity in Art and Music.

**MUSC 335 | MUSIC AND FAITH****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Artistic Inquiry area**

An integrative advanced writing course on music engendered by faith.

Liturgical and extra-

liturgical sacred compositions from the Middle Ages through the Present are examined from an interdisciplinary perspective. May cover sacred music by Palestrina, Josquin, Bach, Mozart, Beethoven, Brahms, Berlioz, Faure, Schoenberg, Stravinsky, and Arvo Part, among others.

**MUSC 336 | MUSIC THERAPY****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

This course offers an overview of Music Therapy in Theory and Practice. It traces the historical connections between music and healing, and introduces the modern field of music therapy as practiced in the United States and in Europe. Organized in three parts, the course surveys the various forms that music therapy takes today, defines the diverse clinical populations served by music therapists, and explores professional issues such as the education and training of music therapists, as well as employment options.

**MUSC 340 | TOPICS IN WORLD MUSIC****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

This course explores the relationships between music and culture in a global context, surveying the musical application of topics such as cultural identity, nationalism, politics, religion, aesthetics, border crossings, gender, race, economics, copyright law, cultural appropriation, and technology. Case studies from around the world are examined in depth through readings, listenings, and live performances.

**MUSC 341 | RELIGION AND THE PERFORMING ARTS IN BALI****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area, Global Diversity level 1**

This course will integrate the perspectives of religious studies, music, and ethnomusicology in exploring the faith and practices of Balinese Hindus and examining the complex integration of music, dance, drama, and other arts in their vibrant ritual life. Emphasis will be placed on indigenous, colonial, and neocolonial expressions of cultural, social, and economic power and privilege on the island. Offered as a study abroad course in Bali, Indonesia, in tandem with THRS 326.



**MUSC 350 | CHAMBER MUSIC ENSEMBLES****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Study and public performance of chamber music, instrumental or vocal. On- and off-campus performances each semester. Audition and fee required. Must be taken concurrently with individual music lessons on enrolled instrument. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information.

**MUSC 351 | USD STRINGS****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Study and public performance of strings music. On- and off-campus performances each semester. Audition required. Must be taken concurrently with individual music lessons on enrolled instrument. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors.

**MUSC 352 | CHORAL SCHOLARS****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

A highly selective vocal ensemble devoted to intensive study of choral literature from all historical periods. Students serve as ambassadors for the university; demanding performance schedule. By audition only; minor in music, voice lessons, leadership skills required. May be repeated for credit without limit. Ensembles may be taken for upper-division credit by juniors and seniors. Go to [www.sandiego.edu/choralscholars](http://www.sandiego.edu/choralscholars) for complete information.

**MUSC 353 | CONCERT CHOIR****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

A mixed choral ensemble devoted to the study and performance of choral literature from all historical periods. Audition and fee required. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information.

**MUSC 354 | OPERA WORKSHOP****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Training in preparation of productions of operas and musicals; coaching, directing, staging, and lighting, culminating in full performance. May be repeated for credit without limit. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information. An audition may be required. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors.

**MUSC 355 | JAZZ ENSEMBLE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Study and public performance of jazz music, instrumental or vocal. On- and off-campus performances each semester. No audition or fee required. Individual lessons on enrolled instrument available each semester. May be repeated for credit without limit. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors. Go to [www.sandiego.edu/music](http://www.sandiego.edu/music) for more information.

**MUSC 356 | BAND****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

This course involves study and public performance of band (Concert Band and Athletic Band-including Marching and Pep Band) music. There will be on- and off-campus performances each semester. Audition required. Must be taken concurrently with individual music lessons on enrolled instrument. This course fulfills one unit of the core curriculum requirement for Artistic Inquiry. Ensembles may be taken for upper-division credit by juniors and seniors. May be repeated for credit without limit.

**MUSC 357 | GAMELAN ENSEMBLE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area, Global Diversity level 1**

This performance course focuses on Balinese gamelan, a bronze, percussive ensemble of the peoples of Bali, Indonesia. Students acquire the technique of performance of gamelan as an exploration of communal music making and cultural values and Balinese ways-of-being in music. Students learn to embody the proper performance practice and values of gamelan playing and study the cultural contextualization of gamelan music, and they contrast these with the narratives of gamelan (and Bali) outside of Indonesia, within histories of colonization and political oppression, and within their own class standing and positions of privilege. The course introduces students to the gamelan instruments, their symbolism and values within Bali, and teaches the appropriate behavior around the instruments as embodying difference and cross-cultural respect. Students discover the interdisciplinary nature of Balinese music and the intersectionality of the arts, human agents and values in the formation of Balinese cultural values and identity. Through the acquisition of proper behavior and experience, knowledge through reflections and readings and the class, and the development of respectful attitude, students learn to express these values in performance. The course culminates in a final concert of Balinese performing arts in which all students participate. May be repeated for credit.

**MUSC 358 | MARIACHI ENSEMBLE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area, Global Diversity level 1**

This performance course focuses on the Mariachi tradition, an ensemble with deep roots in Mexico consisting primarily of vocalists, violinists, trumpeters, and a variety of guitar instruments. Students acquire the technique of Mariachi performance as an exploration of communal music making and cultural values and Mexican ways-of-being in music. Students learn to embody the proper performance practice and values of Mariachi and study its cultural contextualization, and they contrast these with the narratives of histories of colonization and political oppression, and within their own class standing and positions of privilege. The course introduces students to the Mariachi instruments, their symbolism and values within Mexico, and teaches the appropriate behavior as practitioners of the music and culture as embodying difference and cross-cultural respect. Students discover the interdisciplinary nature of Mexican music and the intersectionality of the arts (Folklorico dancers regular work with the ensemble), human agents and values in the formation of Mexican cultural values and identity. Through the acquisition of proper behavior and experience, knowledge through reflections and readings and the class, and the development of respectful attitude, students learn to express these values in performance. The course culminates in a final concert of Mariachi performing arts in which all students participate. Ensembles may be taken for upper-division credit by juniors and seniors. May be repeated for credit.

**MUSC 360 | PIANO****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Students may enroll in Individual Music Lessons if they are music majors, music minors, or actively enrolled in one of our performance ensembles. Each student has to complete a graded jury at the end of each semester, and may also perform in recitals. Performance Emphasis majors perform a Junior Recital, a half-length solo recital, in the spring semester of their junior year as part of their enrollment in applied lessons, and give a full-length Senior Recital in the spring semester of their final year and should enroll concurrently in Individual Music Lessons and MUSC 495 Senior Project. Individual lessons require a fee of \$600 for lower division lessons and \$650 for upper division lessons. The fee is waived for Music Majors and students eligible under the Music Department's Free Lesson Initiative. The music program provides accompanists for juries and one rehearsal; student must pay for additional times. Vocalists must pay additional accompanist fees as per request of instructor. All Individual Music Lessons require the approval of a full-time music faculty member. 300-level Individual Music Lessons are for performance emphasis music majors and advanced performers only; instructor approval required. Audition into the performance emphasis is required. May be repeated for credit without limit.

**MUSC 361 | VOICE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 362 | STRING-VIOLIN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 363 | STRINGS-VIOLA****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 364 | STRINGS-VOLONCELLO****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 365 | STRINGS-DOUBLE BASS****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 366 | WOODWINDS-FLUTE/PICCOLO****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 367 | WOODWINDS-OBOE/ENGLISH HORN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 368 | WOODWINDS-CLARINET/BASS CLARINET****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 369 | WOODWINDS-BASSOON/CONTRABASSOON****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 370 | WOODWINDS-SAXOPHONE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 371 | BRASS-HORN****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 372 | BRASS-TRUMPET****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 373 | BRASS-TROMBONE/TUBA****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 374 | PERCUSSION****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 375 | HARP****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 376 | EARLY MUSIC PERFORMANCE PRACTICE (WINDS)****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 377 | EARLY MUSIC PERFORMANCE PRACTICE (STRINGS)****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 378 | GUITAR****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 379 | PIPE ORGAN/HARPSICHORD****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 380 | CONDUCTING****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****MUSC 381 | IMPROVISATION****Units: 1 Repeatability: Yes (Can be repeated for Credit)****MUSC 411 | COMPOSITION STUDIO 1****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MUSC 210 and MUSC 220

Individual free composition. Weekly meetings of Studio for presentation and critique of work-in-progress, collaborative performances of drafts, and planning and preparation for annual Student Composers Concert. Study of manuscript and computer notation, professional score and part preparation, selected topics in contemporary music and composition. Offered every Fall. May be repeated for credit. Enrollment required in junior year for composition emphasis majors.

**MUSC 412 | COMPOSITION STUDIO 2****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MUSC 211 and MUSC 221

Individual free composition, continues MUSC 411. Collaborate in production of Student Composers Concert. Presentation of Senior Project proposal. Offered every Spring. May be repeated for credit. Enrollment required in junior year for composition emphasis majors.

**MUSC 413 | COMPOSITION STUDIO 3****Units: 1**

Prerequisites: MUSC 310 and MUSC 412

Individual free composition, continues MUSC 412. Composition work centers on Senior Project. Offered every Fall.

**MUSC 415 | THE ART OF TEACHING CHORAL ENSEMBLES****Units: 3 Repeatability: No**

Prerequisites: MUSC 152 (Can be taken Concurrently) or MUSC 153 (Can be taken Concurrently) or MUSC 352 (Can be taken Concurrently) or MUSC 353 (Can be taken Concurrently)

This course is designed to help pre-professional music educators gain tools for teaching secondary choral music in the public schools. Topics to be explored will include choral literature appropriate for a variety of levels and learning styles, concert programming, group vocal technique, methodology involving sight-reading and strengthening musicianship, rehearsal techniques, and issues pertaining to the development of a choral ensemble.

**MUSC 420 | DIGITAL AUDIO COMPOSITION****Units: 3**

Prerequisites: MUSC 109 or ARTH 109

Analysis of historical and contemporary experimental music and sound provides the foundation for structured and creative composition using digitized sound. Includes an introduction to sampling, recording techniques, digital audio editing, effects processing, and mixing using Digital Performer and related software. Workshop format includes critique of work-in-progress and opportunities for public performance. Cross-listed as ARTV 420.

**MUSC 421 | INTERACTIVE DIGITAL MUSIC AND ARTS****Units: 3**

Prerequisites: MUSC 420 or ARTV 420

A workshop on the creation of interactive digital works of sound art or music using state-of-the-art hardware and software, focusing on Max/MSP/Jitter. Includes the study of theoretical, aesthetic, philosophical and historical background in computer-human interaction and the arts, basic tenets of programming, and practical exercises in programming interactive computer multimedia art. Cross-listed as ARTV 421.

**MUSC 424 | ART AND THE SOUNDSCAPE****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: MUSC 109 or ARTH 109

Artistic and scholarly investigation into the soundscape — the totality of the sonic environment invested with significance by human imagination. Creative work in media of the students choice, including new and cross-disciplinary media such as sound art, installation art, electronic music, phonography, instrument construction and the internet. Critical writing about creative work and its social and historical situation. Cross listed as ARTV 424.

**MUSC 440 | TOPICS IN ETHNOMUSICOLOGY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced writing competency, Advanced Integration, Global Diversity level 2**

This integrative writing course connects music studies, culture studies, and anthropology and explores and applies current issues within the field of Ethnomusicology. Students read and discuss scholarly ethnographies and acquire a foundation on music and globalization, race and ethnicity, gender and sexuality, transnationalism, political culture and resistance and violence, local/global tensions, mass mediated and on-the-ground movements, historic issues/colonization and postcolonialism. Students learn tools and techniques that inform ethnographic field research, apply this knowledge “in the field,” participate in and lead class discussions, master pertinent materials and ideas, and complete an original research project. Students also critically reflect on how they have experienced privilege and oppression in socio-musical encounter and taste.

**MUSC 441 | BACH, BEETHOVEN, BRAHMS****Units: 3 Repeatability: No**

Three major composers of far-reaching influence. We will study their contributions to solo, chamber, orchestral and vocal genres, and consider their secular music for entertainment at court and in the concert hall, their sacred music for worship and private edification, and their music for the theater stage. Focus will be on musical style characteristics, esthetic principles, philosophical perspectives, and historical circumstances. Historical study, informed listening and criticism, writing based on library research, analytical writing are central aspects of the course. Must have completed two of the following: MUSC 330, MUSC 331, MUSC 332.

**MUSC 444 | THE BEBOP ERA****Units: 3 Repeatability: No**

This course is designed to study the musical and social history of the bebop era. The focus will be on examining how the inherent qualities of the music itself (an unprecedented creative freedom expressed through virtuosic improvisations and a newly complex harmonic language) are a direct result of the basic human rights and privileges that these artists were denied due to color and/or gender. In other words, the bebop era represents both a stylistic evolution and a social revolution. The musical pioneers such as Charlie Parker, Dizzy Gillespie, and Thelonious Monk will be thoroughly studied. Additional topics: why bebop music was always considered outside the mainstream of popular music; why commercialism was considered a corrupting influence on the artist; how bebop influenced jazz in the '50s and '60s. Live performances. This course fulfills the diversity experience requirement. No previous musical training necessary.

**MUSC 483 | SPECIAL TOPICS IN MUSIC HISTORY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Changing inter-disciplinary topics, e.g. Women in Music; Music and Politics; Music and Poetry; Music Therapy; may be repeated for credit when topics change. Fulfills an upper division elective requirement in the history/culture area.

**MUSC 484 | SPECIAL TOPICS IN MUSIC THEORY AND COMPOSITION****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

An examination of selected topics in depth, with extensive analytical or creative opportunities. #Previous courses have included Post-Tonal Music, Rhythm and Time. May be repeated for credit when topic changes. Prerequisites may apply.

**MUSC 491 | MUSIC ADVOCACY AND CLASSROOM MANAGEMENT****Units: 3 Repeatability: No**

This course will address the non-musical components of the complete music educator and will help prepare any student to develop management and advocacy skills. Under the primary topics of organization and communication, specific secondary topics integral to the non-musical repertoire of an educator include budgets, recruitment (including in lower socio-economic districts), different levels of and strategies for communication, ethics, community development, and tools to avoid burnout. Though available to all USD students, the course is required for the Music Education Emphasis and the culmination of the course is a job-ready pre-professional educator, assessed by a well-branded website, resume, and mock interview. Technology will also be a common strand throughout the course, used to maximize many facets of management, community outreach and advocacy.

**MUSC 492 | SPECIAL TOPICS IN MUSIC THEORY/COMPOSITION****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Selected topics in music performance, career development, education, and other areas. May be repeated for credit when topic changes. Prerequisites may apply.

**MUSC 494 | SPECIAL TOPICS IN MUSIC****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Selected topics in music performance, career development, education, and other areas. May be repeated for credit when topic changes. Prerequisites may apply.

**MUSC 495 | SENIOR PROJECT****Units: 1****Core Attributes: Advanced Integration**

Public presentation during the senior year of a solo recital, the performance of a substantial original composition, a written research project or analytical study, under the direction of a faculty supervisor. For Music majors only, according to area of emphasis. General music majors may design a senior project or conduct service learning in consultation with faculty advisor. This course should be taken in the final semester of the degree program.

**MUSC 498 | MUSIC INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Practical experience in music management through service to a university or community performance organization. May be repeated for credit.

**MUSC 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual work in theory, composition, musicology, or liturgical music with the approval of the music faculty. For Music majors only.

## Naval Reserve Officer Training (NAVS)

**NAVS 101 | INTRODUCTION TO NAVAL SCIENCE****Units: 3**

A general introduction to the naval profession and to concepts of seapower. Instruction emphasizes the mission, organization, and warfare components of the Navy and Marine Corps. Included is an overview of officer and enlisted ranks, training and education, and career patterns. The course also covers ethics, basic leadership skills, naval courtesies and customs, military justice, and nomenclature. This course exposes the student to the professional competencies required to become a naval officer.

**NAVS 102 | SEAPOWER****Units: 3**

A historical survey of United States naval history from the American Revolution to the present with emphasis on major developments. The course also treats present-day concerns in seapower and maritime affairs including the economic and political issues of merchant marine commerce, the law of the sea, and a comparison of United States and other foreign naval strategies. Each era covered will be analyzed by evaluating the significance of the following: 1) strategy and tactics; 2) leadership; 3) technological advancements; 4) inter-service relations; 5) naval doctrine, 6) foreign policy; and, 7) Congressional relations.

**NAVS 201 | LEADERSHIP AND MANAGEMENT****Units: 3**

The theme of the course is the “Naval officer as a leader, manager, and organizational decision-maker.” The course will begin with modules on ethics and integrity, progress through management theory and practical functions of management, and culminate with a module on leadership. Lectures, reading assignments, films, discussions, exercises, interviews, and student presentations provide students with an excellent opportunity to wrestle with complex ethical, managerial, and leadership issues. The goal of this course is for students to begin to develop a sound personal leadership philosophy that will enable them to more effectively accomplish both personal and professional goals.

**NAVS 202 | NAVIGATION****Units: 3**

An in-depth study in the theory, principles, and procedures of ship navigation and maneuvering. Students learn piloting, navigation, and maneuvering to include the use of charts, visual and electronic aids, theory and operation of magnetic and gyro compasses, relative-motion vector analysis theory, formation tactics, and ship employment. Practical skills in plotting and piloting are stressed. International and inland rules of the nautical road, naval operations and operations analysis, applied aspects of ship handling, and afloat communications are also studied. Additionally, leadership traits in the themes of communication, counseling, and conflict resolution as they relate to safe navigation and ship movement will be developed. Other topics include tides, currents, effects of wind and weather, use of navigation instruments, celestial navigation, and the characteristics of electronic navigation.

**NAVS 301 | NAVAL ENGINEERING****Units: 3**

A detailed study of ship characteristics and types including hull, electrical, and auxiliary systems. Principles of stability and damage control are also covered. Advantages and disadvantages of steam, gas turbine, and diesel propulsion engines and their operation receive in-depth study. Leadership topics as they apply in an engineering setting are discussed.

**NAVS 302 | NAVAL WEAPONS****Units: 3**

This course outlines the theory and employment of naval weapons systems. Topics of discussion include radars, gun and missile systems, underwater direction and tracking, and basic naval ordinance. Case studies of weapon systems employment are covered, with emphasis on accountability.

**NAVS 310 | EVOLUTION OF WARFARE****Units: 3**

This course traces the development of warfare from the dawn of recorded history to the present, focusing on the impact of major military theorists, strategies, tacticians, and technological developments. The student acquires a basic sense of strategy, develops an understanding of military alternatives, and sees the impact of historical precedent on military thought and actions.

**NAVS 401 | NAVAL OPERATIONS****Units: 3**

An in-depth study of inland and international laws and systems of regulations that govern conduct of vessels in national waters and on the high seas. The basic forms of naval communications will be covered, as well as the basic terms and procedures associated with replenishment at sea (UNREP). Extensive discussions on the interrelationship between authority, responsibility, and accountability within an organization. Students will be challenged with demonstrating, in officer leadership situations, an understanding of the influence on a leader's ability to achieve organizational goals.

**NAVS 402 | LEADERSHIP AND ETHICS****Units: 3**

Leadership and Ethics is the capstone course of the NROTC academic curriculum and provides senior midshipmen and officer candidates with some of the tools necessary to be effective junior officers. We emphasize values and the ethical foundations of leadership. Philosophical interpretation and dialog will be used extensively throughout the course. The course is organized into two modules of study. The first module is about ethical foundations and philosophies. The second module explores military law and moral/religious issues. Recommend taking NAVS 201 – Leadership and Management prior to this course.

**NAVS 412 | FUNDAMENTALS OF MANEUVER WARFARE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course prepares future military officers and other leaders for service by studying modern tactical principles, current military developments, and other aspects of warfare. The interaction between modern tactical principles as well as current military developments and their influence on maneuver warfare doctrine are discussed. There is a specific focus on the United States Marine Corps as the premier maneuver warfighting organization. Study also includes historical influences on tactical, operational, and strategic levels of maneuver warfare practices in the current and future operating environments.

## Peace and Justice Studies (KROC)

**KROC 470 | WAR, GENDER AND PEACEBUILDING****Units: 2 Repeatability: No**

This course explores the peacebuilding roles that women play in conflict zones around the world. Like traditional courses, it will include an introduction to gender and peacebuilding and an analysis of women's leadership in human rights activism and conflict resolution. However, this unique course is built around the involvement of four women peacemakers from conflict zones around the world who will play an active role in the classroom and help us explore how power, oppression, and gendered identities contribute to war and peace from the personal to the societal levels. Through a series of expert lectures, case studies, interactive exercises, and mixed media presentations, students will gain increased understanding about gender and peacebuilding, including the gendered drivers of conflict, and the different roles women and men play supporting, preventing, mitigating, and resolving conflict.



**KROC 471 | IMMIGRATION AND ASYLUM IN PRACTICE****Units: 3 Repeatability: No**

The course begins with a comprehensive review of the origins and substance of U.S. immigration and asylum law, with a special emphasis on how they interface with the broader history of international humanitarian and human rights norms. Students will then work with staff of the Trans-Border Initiative (TBI) to provide expert testimony for asylum claims filed by individuals fleeing persecution in contemporary Mexico and Central America. Working with the most important national and local networks of pro bono immigration attorneys in the country, the students will assist TBI staff in verifying and reinforcing the most important facts and claims in each case, and preparing effective, thorough, and well-documented expert testimony. Students will mobilize the underlying research and their experience working on the individual cases to develop policy briefs of specific aspects of immigration and asylum policy. Each student will produce a significant written contribution to at least one actual asylum case, one fact sheet, and one policy brief to be published by TBI. In addition to a broad introduction to immigration and asylum law grounded in the practice of real-world cases, the students will learn to work collaboratively, designing and dividing up particular research tasks on hard deadlines, and they will learn to ask effective questions of the lawyers, the asylum seekers, and a variety of experts. The course will meet once per week for 3 hours, and students will be expected to complete approximately 10 hours per week of reading and research.

**KROC 472 | TRANSITIONAL JUSTICE****Units: 3 Repeatability: No**

This course examines the range of possible legal, institutional and policy frameworks that have been marshaled in an attempt to respond to large-scale human rights atrocities in the wake of conflict, from tribunals to truth commissions and beyond. It also examines debates about stopping ongoing mass atrocities through “humanitarian intervention” and the “responsibility to protect” doctrine.

**KROC 490 | SPECIAL TOPICS SEMINAR****Units: 2 Repeatability: Yes (Can be repeated for Credit)**

A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

**KROC 494 | SPECIAL TOPICS COURSE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

**KROC 497 | PROFESSIONAL PORTFOLIO****Units: 1 Repeatability: No**

The Kroc School equips changemakers. This course will help you to link the concepts, skills, and work-products developed in your time here with the professional requirements of the industry you wish to enter or return to upon graduation. In particular, this course will provide the time and support required to compile a professional portfolio comprised of the items specified by your degree program. The Portfolio contains a Curriculum Vitae highlighting your accomplishments to date, a cover letter, and a reflective essay, which serves as a coherent framework for drawing together lessons learned from your studies, and articulates your professional goals and trajectory. The rest of the Portfolio is comprised of work products from portfolio-eligible projects in your courses such as policy memos, strategy memos, articles, and grant applications. During class meetings we will work to identify and refine these work products, and how to showcase your accomplishments for a professional audience.

**KROC 498 | INTERNSHIP****Units: 3 Repeatability: No**

Practical experience under professional supervision under the broad theme of conflict, social justice, peacebuilding and social innovation. Internships can be pursued with Kroc School faculty, the Institute for Peace and Justice (IPJ), the Center for Peace and Commerce (CPC), the Mulvaney Center or other relevant units at USD. Internships are intended to allow students to gain hands-on experience in a particular area within a structured work program. Accordingly, the supervisor and the intern need to develop a concrete work program with assigned tasks, learning goals, desired outcomes, and time commitment. The internship needs to be approved by the student’s faculty advisor before the student can formally register.

**KROC 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

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.

## Philosophy (PHIL)

**PHIL 101 | INTRODUCTION TO LOGIC****Units: 3-4**

The study of arguments, including basic principles of traditional logic together with an introduction to modern sentential logic. Topics include recognizing arguments, premises, conclusions, induction and deduction, fallacies, categorical syllogisms, and sentential inference forms. Every semester.

**PHIL 102 | LOGIC****Units: 3 Repeatability: No****Core Attributes: Math reasng and prob solving**

Introduction to the aims and techniques of formal logic, including the syntax, semantics, and proof-theory of first-order predicate logic, emphasizing both conceptual issues and applications to other disciplines and to everyday reasoning.

**PHIL 110 | INTRODUCTION TO PHILOSOPHY****Units: 3-4****Core Attributes: First Yr Integration (LC Only), Philosophical Inquiry area**

A basic orientation course treating the principal problems of philosophy, such as knowledge, human nature, values, nature, God, etc. A historical approach may also be used as a means of further clarification of the topics being discussed. Every semester.

**PHIL 111 | PHILOSOPHY OF HUMAN NATURE****Units: 3-4****Core Attributes: First Yr Integration (LC Only), Philosophical Inquiry area**

This introductory course surveys various approaches to human nature. The course may include such topics as the relation of mind and body, the nature of consciousness, life after death and the existence of the soul, the possibility of artificial intelligence, race and gender issues, the relation between the individual and society, and non-Western views of human nature.

**PHIL 112 | PHILOSOPHY AND LITERATURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

An examination of the philosophical implications and themes contained in various works and genres of fiction. Questions such as free-will/determinism, love, justice, death and the meaning of life, the best (or worst) of all possible worlds, the religious dimension of life, and the role of the writer or intellectual in society will be discussed.

**PHIL 114 | PHILOSOPHY AND TECHNOLOGY****Units: 3****Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE**

Technology is the art of rational problem solving. Philosophy is the art of asking questions. The questions we shall raise include: What is science? When are scientific claims true? Is science relevant to art, religion, or everyday experience? Can we trust applied science (technology) to make life easier or less dangerous? In a nuclear era, is technology itself the problem? Is “alternative technology” an alternative? Does our survival depend on technology or its absence? Readings from classical and contemporary sources.

**PHIL 115 | FAITH AND REASON****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

This course introduces some of the major areas and figures of philosophy through an exploration of some of the key issues and problems related to faith and reason. Questions to be considered might include: Are faith and reason compatible? Is religious belief rationally justifiable? Is religious language meaningful? Are there good arguments for God’s existence? Does God’s knowledge jeopardize human freedom? Are miracles possible? Does evil disprove God’s existence? Is the afterlife possible? Is eternal reward and punishment unjust?.

**PHIL 116 | MORALITY AND JUSTICE****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area**

This course aims to provide a thorough introduction to key themes in ethics and political philosophy, i.e., morality and justice. Students will be introduced to foundational questions in ethics such as: why be moral? What is the nature of the good and the good life? What are our duties to other humans? To animals? To ourselves? Students will also be introduced to foundational questions concerning justice: when, if ever, is paternalism justified? What is the moral justification of punishment? How far do our speech rights extend? Are there expressive harms that the state should regulate, like hate speech? What are our duties, if any, to persons in other nations suffering from economic deprivation and starvation?.

**PHIL 118 | PHILOSOPHY THROUGH FOOD****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

This course is an introduction to philosophy—to its main aims, methods, areas, and tools. But there’s a twist: we will develop your ability to do philosophy by working through some of the most interesting philosophical issues raised by food and eating. We will investigate ethical and political questions about food such as: Should we eat meat? What should we make of the claims that people are responsible for disordered eating (of the kind e.g. that might lead to obesity or anorexia)? How does gender intersect with these issues? Do we have a duty to relieve hunger? If so how demanding is it and what grounds it? We will also address questions about the epistemology of food such as: What can we learn from others about taste? Is there expertise when it comes to flavor judgments? Are judgments about the flavor and quality of food and drink ever objective? How can we know? We will also think about the philosophy of science: Is blind tasting reliable? Is it the best way to judge wine quality? We will investigate aesthetic questions about food and drink: Is there an art form of food? Can food be expressive? Can it be representational? Can food and drink be beautiful? Readings will come from both classic and contemporary writings about food and eating. And there will be a number of in-class food-related activities that we will use to spark insights, foster discussion, and anchor our thoughts.

**PHIL 171 | MEDIEVAL PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An introduction to philosophy through an examination of the major figures or themes of medieval thought from the fourth to the fourteenth century. Figures such as Augustine, Aquinas, Scotus, Ockham, Hildegard of Bingen, Julian of Norwich, Catherine of Sienna. Themes such as faith and reason, the existence of God, the problem of evil, knowledge and skepticism, self-knowledge, the soul and immortality, love and free will, ethics and politics.

**PHIL 175 | ASIAN PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An examination of the major traditions, systems, and schools in India, China, and Japan. Readings from classical and modern texts. Cultural sources of philosophic beliefs. Comparisons between Eastern and Western thought.

**PHIL 270 | HISTORY OF ANCIENT PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

Greek philosophy from the pre-Socratics through Plato, Aristotle, and later Hellenistic thought, culminating in Plotinus.

**PHIL 272 | HISTORY OF CLASSICAL MODERN PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An introduction to the development of European philosophy from the 16th to the 19th century, with an emphasis on Continental Rationalism, British Empiricism, and German Idealism.

**PHIL 273 | CONTEMPORARY ANGLO-AMERICAN PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An introduction to the main currents of late 19th- and 20th-century Anglo-American philosophy, including such movements as logical positivism and linguistic analysis, and recent issues such as the analytic-synthetic distinction, ontological relativity, and theories of meaning.

**PHIL 274 | TWENTIETH CENTURY CONTINENTAL PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An introduction to the main currents of late 19th- and 20th-century continental thought, including Marxism, phenomenology, existentialism, critical theory, structuralism, and recent developments such as post-structuralism, semiotics, and deconstructionism.

**PHIL 276 | AMERICAN PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

A survey extending from the Colonial Period through the end of World War II. Emphasis on such topics as the Puritan controversy over predestination, the impact of Darwin, the advent of pragmatism, and the ending of the Golden Age. Authors to be studied include Edwards, Emerson, Wright, Peirce, James, Royce, Dewey, and Santayana.

**PHIL 294 | SPECIAL TOPICS IN PHILOSOPHY****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Philosophical Inquiry area**

The course aims to introduce students to some philosophical topic(s) or historical philosophical thinkers. Examples include: a survey course on a particular philosophical theme such as philosophy and the law, a survey course on a particular philosophical concept such as freedom of the will, or a survey course on a particular important philosophical figure such as Rousseau. Themes will vary according to Instructor design. The course may be repeated for credit, provided the content of the course has changed.

**PHIL 300 | PHILOSOPHICAL METHODS****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Philosophical Inquiry area**

This course is intended for recently declared philosophy majors and minors. It is designed as a rigorous introduction to the methods of philosophical inquiry with a focus on argumentative writing, presentation, and discussion, as well as the analysis, understanding, and evaluation of philosophical texts. The course pursues these goals by focusing on a small handful of philosophical problems, such as the problem of personal identity, the nature of reference, the mind-body problem, philosophical multiculturalism, truth and meaning, freedom and responsibility, and so on.

**PHIL 321 | SOCIAL ETHICS****Units: 3-4****Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area**

A study of the applications of ethical concepts and principles to different areas of human social conduct. Typical issues considered include abortion, euthanasia, the death penalty, assisted reproductive technologies, racism, sexism, poverty and welfare, animal rights, environmental ethics, and world hunger.

**PHIL 330 | ETHICS****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

A general study of principles or standards for judging individual and social conduct, focusing on major thinkers and philosophical issues in normative ethics, and the application of moral judgment to social or problem areas in human conduct.

**PHIL 331 | BIOMEDICAL ETHICS****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

A systematic examination of ethical principles as they apply to issues in medicine and scientific research, that is: mercy killing; abortion; experimentation on human subjects; allocation of scarce medical resources; organ transplants; and behavior modification. Moral obligations connected with the roles of nurse, doctor, etc., will receive special attention.

**PHIL 332 | BUSINESS ETHICS****Units: 3-4****Core Attributes: Ethical Inquiry area**

A systematic application of various ethical theories to issues arising from the practice of modern business. Topics may include theories of economic justice, corporate social responsibility, employee rights, advertising and information disclosure, environmental responsibility, preferential hiring and reverse discrimination, self-regulation, and government regulation.

**PHIL 333 | LEGAL ETHICS****Units: 3****Core Attributes: Ethical Inquiry area**

An examination in the light of traditional and recent moral theory of the ethical issues faced by the practicing lawyer: the values presupposed by the adversarial system; the moral responsibilities of lawyers within corporations and government; the conflict between personal ethics and obligations to clientele; and whether legal education involves a social conditioning process with its own implicit value system.

**PHIL 334 | STUDIES IN ETHICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Ethical Inquiry area**

Exploration of selected issues in moral philosophy, often of an interdisciplinary nature, on such themes as: death and dying; environmental ethics; business ethics; morality and science fiction; morality and teaching; etc. Depending on the subject, the course may be repeated for credit.

**PHIL 335 | DEATH AND DYING****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area**

The analysis of various ethical, epistemological, and metaphysical problems relating to death and dying. Topics may include: near-death experiences; immortality and resurrection models of eschatology; the evil of death; and value issues raised by the definitions of death, suicide, euthanasia, infanticide, and the killing of non-human animals.

**PHIL 336 | VIRTUES AND VICES****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

An investigation of the morality of character that considers the question, "What kind of person ought I be?" This approach to morality is contrasted with standard Kantian and utilitarian positions. Specific virtues and vices typically considered include love, friendship, hate, jealousy, compassion, deceit, self-deception, anger, resentment, and forgiveness.

**PHIL 337 | MASS MEDIA ETHICS****Units: 3-4****Non-Core Attributes: Phil (Logic)-Pre F17 CORE**

What is the responsibility of citizens, consumers, corporations, advertisers, artists and performers, and federal or local government toward mass media? Do mass media influence human contact for better or worse? Does regulation of, for example, pornography or propaganda conflict with First Amendment rights? Are news and commercial media politically biased? Do educational media enhance or undermine traditional teaching methods? Lecture, discussion, group activities, and analysis of media presentations.

**PHIL 338 | ENVIRONMENTAL ETHICS****Units: 3-4****Core Attributes: Ethical Inquiry area**

An exploration of ethical issues pertinent to the environment, for example: obligations to future generations; the question of animal rights; endangered species; pesticides and pollution; energy technologies; depletion of resources; and global justice and ocean resources. Consideration of the pertinent obligations of individuals, businesses, and government.

**PHIL 340 | ETHICS OF WAR AND PEACE****Units: 3****Core Attributes: Ethical Inquiry area**

Normative ethics applied to moral questions of war and peace, such as: Can war ever be justified? If so, what are the moral constraints upon the conduct of war? How can peace be attained? What do pacifists and others offer as non-violent alternatives to armed conflict? Other topics might include terrorism, humanitarian interventions, nuclear warfare and deterrence, and war crimes.

**PHIL 341 | ETHICS AND EDUCATION****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

This course provides an introduction to such topics in moral theory as ethical relativism, deontological and consequentialist approaches to morality, and ethical egoism. Among the specific moral issues in education usually considered are preferential admissions policies, student-teacher confidentiality, the morality of grading, honesty and deception in educational contexts, and the allocation of scarce educational resources.

**PHIL 342 | ENGINEERING ETHICS****Units: 3****Core Attributes: Ethical Inquiry area**

Examines the rights, responsibilities, and social role of the professional engineer. Topics may include conflicts of interest, the moral status of organizational loyalty, public safety and risk assessment, reproductive engineering and human dignity, preventing environmental destruction, “whistle-blowing,” defective product liability, engineers and corporate power, engineers and government, and codes of conduct and standards of professional competence. Case studies may include military and commercial airplanes, automobiles, public buildings, nuclear plants, weapons research, computers and confidentiality, and the use and abuse of new technologies.

**PHIL 343 | GENDER AND ECONOMIC JUSTICE****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

Discrimination in employment, the persistence of sex segregation in the labor force, the feminization of poverty, and the implementation of policies designed to minimize gender-based career and economic differences, and to improve the economic status of women — such as affirmative action — raise a number of ethical as well as economic questions. This course surveys ethical theory and considers the application of ethical principles to issues concerning the economic status of women and related gender-based issues, including the position of women in business and the professions.

**PHIL 344 | ENVIRONMENTAL JUSTICE****Units: 3,4****Core Attributes: Ethical Inquiry area**

An exploration of social justice in an environmental context, including considerations of distributive, participatory, and procedural justice. Topics may include civil rights and the environmental justice movement, rights of indigenous peoples, environmentalism, economic and development conflicts between the global north and south, toxic and hazardous waste and pollution, worker safety, environmental racism, environmental classism, sustainability, and the protection of nature. Consideration of the pertinent obligations of individuals, social groups, businesses, and governments.

**PHIL 345 | COMPUTER ETHICS****Units: 3**

An exploration of ethical issues pertinent to computing and information technology, including: free speech and content control of the Web; intellectual property rights; privacy; accountability and responsibility; security and cyberspace; the impact of computing/IT on society.

**PHIL 346 | PUBLIC HEALTH ETHICS****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

“Public Health” has been defined as the study of issues that affect the health of a community of individuals as opposed to that of single individuals. Public health ethics is a branch of bioethics that is distinct from biomedical ethics in that the focus of public health ethics is focus on populations. Biomedical ethics, on the other hand, involves the examination of issues that may only directly affect an individual. For example, the right to informed consent to treatment is fundamental to each patient, but whether an individual patient’s rights in this regard are violated does not generally affect others. Inoculation policy, on the other hand, affects a population of patients. The two disciplines overlap, however, because entire populations may be at risk for developing certain diseases such as diabetes or cardiovascular disease, even though individuals are treated on an individual basis. In addition, many of the issues covered in biomedical ethics are relevant to issues in public health, such as research ethics, informed consent, and privacy.

**PHIL 360 | ETHICAL THEORY****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area**

A study of the major theories of ethics and selected moral concepts. Topics to be examined will include: the nature and grounds of morality; ethical relativism; egoism and altruism; utilitarianism; Kant’s deontological ethics; Aristotle and virtue ethics, rights, and justice. In addition, we may consider issues of the role of gender and race in ethical theory.

**PHIL 400 | INTERMEDIATE SYMBOLIC LOGIC****Units: 3**

This course will focus on symbolization, syntax, semantics, and derivations for predicate logic. It will include some metatheory such as soundness and completeness proofs.

**PHIL 410 | METAPHYSICS****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An investigation of the ultimate philosophical commitments about reality. Representative figures in the history of philosophy may be considered and analyzed. Topics selected may include the basic components of reality, their relation to space, time, matter, causality, freedom, determinism, the self, and God.

**PHIL 411 | PHILOSOPHY OF KNOWLEDGE****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An examination of the nature and scope of knowledge and justification, including consideration of such topics as skepticism, analyses of knowledge, foundationalism and coherentism, a priori knowledge, and others. Attention is also given to the nature of the epistemological enterprise, e.g. internalism and externalism, and naturalized epistemology.

**PHIL 412 | PHILOSOPHY OF GOD****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

A study of the existence and nature of God. Discussion of the ontological, cosmological, and teleological arguments; topics may include atheistic challenges concerning divine benevolence, omnipotence, omniscience, and creation ex nihilo; logical positivism and religious meaning; miracles; the person and immortality; and religion and morality.

**PHIL 413 | PHILOSOPHY OF MIND****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

The mind-body problem and the examination of mental state concepts. Topics may include the nature of mind, including dualist and contemporary materialist theories, representation, mental causation, consciousness, psychological explanation, and artificial intelligence; other topics such as personal identity or agency may be included.

**PHIL 414 | PHILOSOPHY OF LANGUAGE****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

Language is a fundamental medium by which we interact with others and the world. How words come to have the meanings that they do, refer to objects, express truths, and affect the meanings of other words and truth values are perennial questions in philosophy. These issues have become even more pronounced in 20th-century philosophy. Specific topics may include: language and reality; language and psychology; referential theories of meaning; ideal languages; meaning as use; private languages; truth-conditional theories of meaning; descriptive and causal theories of reference and of linguistic competence and performance; verificationism; and/or an introduction to modal semantics.



**PHIL 415 | PHILOSOPHY OF NATURAL SCIENCE****Units: 3****Core Attributes: Philosophical Inquiry area**

The study of the language and activity of the scientific community. Topics include scientific explanation, prediction, laws, theories, models, paradigms, observations, experiment, scientific method, and the question of reductionism in science.

**PHIL 416 | PHILOSOPHY OF ARCHAEOLOGY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

Central questions in philosophy include enquiry into what it means to be human, how we can know other minds, what makes something art, how we can gain knowledge of the world, and how we can act ethically. Each of these issues is central to archaeology. In this course we will use archaeology to illuminate philosophical questions and will use philosophical methods to consider problems archaeologists face.

**PHIL 420 | PHILOSOPHY OF RACE****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Philosophical Inquiry area**

This course aims to provide a comprehensive overview of key themes in the philosophy of race. Areas of inquiry include: historical origins of philosophical accounts of race, the metaphysics of race, the social construction of race and racial identity, contemporary social issues concerning race both nationally and internationally, as well as feminism and race, among other topics.

**PHIL 423 | AFRICAN AMERICAN PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Philosophical Inquiry area**

This course introduces students to African American Philosophy through both historical figures who affected philosophical thinking about African American experiences and philosophers who have thought about these experiences and figures' ideas. In this course, students will apply Western philosophical methods to issues such as slavery, integration/self-segregation, assimilation/separatism, busing, affirmative action, reparations for slavery, collective identity and efficacy, intersectionality, etc. Students will apply philosophical methods to concepts such as respect, alienation, oppression, citizenship, forgiveness, progress, etc. as they are either conceptualized or reimagined through African American experiences.

**PHIL 427 | HISTORY OF AFRICANA PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2, Philosophical Inquiry area**

This course introduces students to Africana Philosophy, which is considered to be a term that accounts for the philosophical contributions of people of African descent in Africa and the Diaspora, namely Africa, the Caribbean, and North America. Central questions discussed herein include very common philosophical questions such as: "What does it mean to be a human being?"; "how is the past (or time more generally) to be understood and accounted for?"; "how is knowledge about ourselves as thinking subjects possible?" However, what makes these questions unique to Africana philosophy are both the way that they intersect between each of the three areas. So the question: "What does it mean to be a human being?" is raised in light of the humanity of peoples of African descent having been or constantly being called into question. There are also questions raised that are unique to Africana Philosophy such as: "What is the connection between language and freedom?"; and "how much of the 'master's' tools can dismantle his/her house?."

**PHIL 460 | LEGAL REASONING****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

Prerequisites: PHIL 101

This course introduces students to the concepts and forms of argument they will encounter in the first year of law school. It will examine the reasoning involved in the concepts of legal precedent, proximate cause, and burden of proof, and it will also investigate the legal reasoning in certain landmark cases from torts, contracts, property, constitutional law, and criminal law.

**PHIL 461 | PHILOSOPHY OF LAW****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

What is law? How is it different from morality? Do we have an obligation to obey the law, and, if so, how strong is that obligation? This course is an exploration of philosophical issues arising from the interpretation and application of the law. The course examines classic answers to the above questions. The focus of the course may be either historical (e.g. Plato, Hobbes, or Hegel) or more contemporary (e.g. H.L.A. Hart and Ronald Dworkin), paying special attention to constitutional law.

**PHIL 462 | POLITICAL PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

The nature and end of the state; relation of the individual's rights and duties to those of the state, and vice versa, and the relation between states, the kinds of states, their institution, preservation, and destruction.

**PHIL 467 | STUDIES IN RENAISSANCE PHILOSOPHY****Units: 3****Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE**

This course studies main figures in Renaissance thought — Petrarch, Pico, Vives, Bacon, et al. It addresses such topics as: the revival of Greek and Roman culture; the Florentine academy; tensions between humanism and theology; the Copernican revolution in science; and the legacies of Bruno, Leonardo, More, Machiavelli, and Montaigne.

**PHIL 470 | STUDIES IN ANCIENT PHILOSOPHY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Philosophical Inquiry area**

An in-depth study of selected ancient philosophers, that is, Plato, Aristotle, and the Stoics, or topics such as the nature of good, knowledge and skepticism, the problem of Being, and change.

**PHIL 471 | STUDIES IN MEDIEVAL PHILOSOPHY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Philosophical Inquiry area**

An intensive examination of one or more of the major figures or themes of medieval thought from the fourth to the fourteenth century. Figures such as Augustine, Boethius, Anselm, Abelard and Heloise, Maimonides, Avicenna, Averroes, Aquinas, Scotus, Ockham, Hildegard of Bingen, Julian of Norwich, Catherine of Sienna. Themes such as faith, reason and its limits, God and creation, the eternity of the world, the Incarnation and the Trinity, the immortality of the soul, the problem of evil, the problem of universals, love and free will, the active versus contemplative life, ethics and politics. May be repeated for credit with different course content.

**PHIL 472 | STUDIES IN MODERN EUROPEAN PHILOSOPHY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Philosophical Inquiry area**

An intensive examination of one or more major figures in 17th- to 19th-century European thought, for example, Descartes, Leibniz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, Hegel, Rousseau, and Marx; or, alternately, a discussion of one or more central problems in this era, such as the relation between science and religion, the justification of causal inference, the respective roles of reason and experience in obtaining reliable knowledge of the world, the concept of selfhood, etc.

**PHIL 473 | CONTEMPORARY ANGLO-AMERICAN PHILOSOPHY****Units: 3****Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE**

An intensive examination of either major figures (such as Chisholm, Kripke, Quine), movements (logical positivism, ordinary language analysis, logical analysis), or selected problems (epistemic foundationalism, modality and essentialism, identity and individuation) in contemporary analytic philosophy.

**PHIL 474 | TWENTIETH CENTURY CONTINENTAL PHILOSOPHY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

A survey of the major figures or major themes of continental philosophy from its origins in the Twentieth Century. Figures such as Husserl, Heidegger, Sartre, Arendt, Foucault, Derrida, etc.. Movements such as phenomenology, hermeneutics, existentialism, critical theory, structuralism, post-structuralism, and post-modernism among others. Themes such as the relationship between mind and body, thought and action, authenticity and inauthenticity, death and meaning, politics and identity, language and meaning.

**PHIL 475 | STUDIES IN PROCESS PHILOSOPHY****Units: 3****Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE**

Process Philosophy is a generic term designating the group of philosophers who view reality as a changing and developing process. Included in this group are Herbert Spencer, Karl Marx, Henri Bergson, and Alfred North Whitehead. The course will focus, in successive years, on one of these thinkers.

**PHIL 476 | STUDIES IN ASIAN PHILOSOPHY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Philosophical Inquiry area**

A detailed examination of one or more classic works from the Hindu, Buddhist, Confucian, and Taoist traditions, such as the Bhagavad-Gita or the Analects; pitfalls of interpretation; relations between text and ure. Parallels and contrasts with Western thought and institutions. May be repeated for credit with different course content.

**PHIL 477 | STUDIES IN THE HISTORY OF PHILOSOPHY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Philosophical Inquiry area**

An in-depth study of major figure(s), theme(s), or movement(s) from a select period in the history of philosophy, such as ancient philosophy, medieval philosophy, modern philosophy, or contemporary philosophy. Figures such as Plato and Aristotle, Augustine and Aquinas, Kant and Hume, Heidegger and Derrida. Themes such as appearance and reality, truth and meaning, freedom and responsibility, personal identity, mind and body, knowledge and skepticism. Movements such as Epicureanism and stoicism, scholasticism and the renaissance, empiricism and the enlightenment, existentialism and post-structuralism.

**PHIL 478 | FRENCH THEORY****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

This course presents students with direct exposure to the foundational figures of French Theory, e.g., (postmodernist) Jacques Derrida and (poststructuralist) Michel Foucault. Students in the course will develop an understanding of French Theory's foundational movements (postmodernism and poststructuralism) and terms of art (alterity, aporia, archeology, binary, biopower, dichotomy, différance, discipline, discourse, discursive formation, episteme, exclusion, freedom, genealogy, hegemony, hospitality, ideology, institution, logocentrism, normalization, normativity, panopticism, power, power-knowledge, sexuality, supplement, the other, the marginalized, the trace, and "truth").

**PHIL 480 | PHILOSOPHY OF ART****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

An examination of some major theories of art and beauty, with special attention to such issues as: the definition of beauty, the criteria for excellence in artistic productions, the differences between art and science, and the relation between art and culture. Readings may include Aristotle's Poetics, Kant's Critique of Judgement, Dewey's Art as Experience, or more recent philosophers, that is, Beardsley, Dickie, Goodman, Weitz, etc.

**PHIL 481 | PHILOSOPHY OF EDUCATION****Units: 3****Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE**

An examination of some major theories of the meaning and function of education and of its role in reshaping society. Readings may include Plato's Meno and Republic, Aristotle's Politics, Rousseau's Emile, Dewey's The School and Society and The Child and the Curriculum, and various works by Piaget.

**PHIL 483 | PHILOSOPHY OF SOCIAL SCIENCES****Units: 3**

A study of the fundamental concepts, methods, and goals of the social sciences, including a consideration of such topics as: the nature of the human action, the possibility of a science of human nature, the relationship between the natural and social sciences, explanation and understanding, laws and theories, objectivity and value judgments, and freedom and determinism.

**PHIL 485 | PHILOSOPHY OF HISTORY****Units: 3****Non-Core Attributes: Phil (Not Logic)-Pre F17 CORE**

What is history? Why do human beings record their history? Is history moving toward a goal? Is history a science or an art? Are historical events objective occurrences? Can we verify casual claims about unrepeatable episodes? Is the historian entitled (or obliged) to make value-judgments? How should we rank the contributions of individual historians? Readings include philosophers and historians, classical and contemporary sources.

**PHIL 490 | PHILOSOPHY OF LOVE****Units: 3 Repeatability: No****Core Attributes: Philosophical Inquiry area**

What is love? Does it even exist, or is it a myth? Is it attainable, or an impossible ideal? Is it rooted in the divine; in the human, or even in the biologic or animal? Is it an emotion, a form of relationship, or even a cosmic principle? Can it be equal and shared, or must it be hierarchic and coercive? This course considers a variety of philosophical perspectives on questions such as these. Readings typically include such classic and contemporary thinkers as Plato, Aristotle, Augustine, Aquinas, Kierkegaard, Freud, Sartre, DeBeauvoir, and Tillich.

**PHIL 494 | SPECIAL TOPICS IN PHILOSOPHY****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Philosophical Inquiry area**

An intensive examination of one or more contemporary philosophical problems such as: the is-ought debate, the mind-body problems, relativism and the possibility of objective knowledge, etc. Topic may vary. The course may be repeated for credit, provided the content of the course has changed.

**PHIL 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual study and written research working in close collaboration with a faculty advisor. Consent of instructor and of the department chair are required for registration.

## Physics (PHYS)

**PHYS 102 | PHYSICS OF MODERN LIFE****Units: 4 Repeatability: No****Core Attributes: Quantitative reasoning comp, Science/Tech Inquiry area****Non-Core Attributes: Lab**

An introduction to physics concepts and principles with tangents into related technologies and global issues. Special attention is paid to devices and networks that furnish necessities of modern life. No background in physical science is required. Lab component involves guided hands-on investigation of physics principles and related technologies.

**PHYS 105 | PHYSICAL SCIENCES FOR K-8 TEACHERS****Units: 3 Repeatability: No****Core Attributes: Science/Tech Inquiry area****Non-Core Attributes: Lab**

A laboratory/lecture/discussion class designed to lead students toward an understanding of selected topics in chemistry and physics. The course topics are selected to satisfy the Physical Science specifications of the Science Content Standards for California Public Schools (K-12). Enrollment is limited to liberal studies majors. Two two-hour laboratory sessions per week. This course is cross-listed with Chemistry 105. Fall semester.

**PHYS 136 | GENERAL PHYSICS I****Units: 3 Repeatability: No**

Prerequisites: MATH 115 or MATH 130 or MATH 150 or Passing the appropriate departmental placement test within the previous year or Passing the appropriate departmental placement test within the previous year

Corequisites: PHYS 136L

A study of the fundamental principles of mechanics, wave motion, sound, fluids, and heat. Physics principles will be covered using algebra and trigonometry. Three hours of lecture weekly. Concurrent enrollment in 136L required.

**PHYS 136L | GENERAL PHYSICS I LAB****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: PHYS 136 (Can be taken Concurrently)

A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

**PHYS 137 | GENERAL PHYSICS II****Units: 3 Repeatability: No**

Prerequisites: PHYS 136 and PHYS 136L

Corequisites: PHYS 137L

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Physics principles will be covered using algebra and trigonometry. Three hours of lecture weekly. Concurrent enrollment in 137L required.

**PHYS 137L | GENERAL PHYSICS II LAB****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: PHYS 137 (Can be taken Concurrently)

A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

**PHYS 270 | INTRODUCTION TO MECHANICS****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Science/Tech Inquiry area**

Prerequisites: MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-

Corequisites: PHYS 270L

A study of the fundamental principles of Newtonian mechanics, kinematics, and momentum and energy conservation laws. Harmonic oscillations and wave motion will also be discussed. Three hours of lecture weekly. Concurrent enrollment in 270L required.

**PHYS 270L | MECHANICS LAB****Units: 1 Repeatability: No****Core Attributes: Science/Tech Inquiry area****Non-Core Attributes: Lab**

Prerequisites: PHYS 270 (Can be taken Concurrently)

A laboratory course introducing the concepts and techniques of experimental physics. Meets weekly.

**PHYS 271 | INTRODUCTION TO ELECTRICITY AND MAGNETISM****Units: 3 Repeatability: No**

Prerequisites: (PHYS 270 with a minimum grade of C- and PHYS 270L with a minimum grade of C-) or (PHYS 136 with a minimum grade of C- and PHYS 136L with a minimum grade of C-) and MATH 151 and PHYS 271L (Can be taken Concurrently)

A study of the fundamental principles of classical electricity and magnetism focusing on electrostatics and magnetic force. Circuits, electromagnetism, and light are also introduced. Three hours of lecture weekly. Concurrent enrollment in 271L required.

**PHYS 271L | INTRODUCTION TO ELECTRICITY AND MAGNETISM LAB****Units: 1 Repeatability: No****Core Attributes: Science/Tech Inquiry area**

Prerequisites: PHYS 271 (Can be taken Concurrently)

A laboratory course that introduces the concepts and techniques of experimental physics. Meets weekly.

**PHYS 272 | INTRODUCTION TO MODERN PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 271 with a minimum grade of C- and PHYS 271L with a minimum grade of C- and MATH 250 (Can be taken Concurrently)

An introduction to modern physics including principles and applications of quantum mechanics, atomic and nuclear physics, and special relativity. Required for all physics and biophysics majors and physics minors, and is an accepted elective for engineering students. For physics and biophysics majors concurrent enrollment in PHYS 272L and PHYS 282 is required.

**PHYS 272L | INTRODUCTION TO MODERN PHYSICS LAB****Units: 1 Repeatability: No****Core Attributes: Quantitative reasoning comp****Non-Core Attributes: Lab**

Corequisites: PHYS 272

Laboratory experiments to illustrate the topics presented in the lecture course: Introduction to Modern Physics (PHYS 272).

**PHYS 281 | INTRODUCTION TO OPTICS****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: (PHYS 270 with a minimum grade of C- and PHYS 270L with a minimum grade of C-) or (PHYS 136 with a minimum grade of C- and PHYS 136L with a minimum grade of C-) and MATH 151 and PHYS 271L. This lab course provides a hands-on introduction to the fundamentals of optics. Several guided lab activities will introduce basic concepts in optics including reflection, refraction, image formation, coherence, diffraction and interference. Following these guided labs, students will have the final few weeks to work in teams on a project of their own design. Projects may extend any of the earlier lab activities or explore several other options that will be presented. But students are encouraged to pursue any feasible optics project they find exciting.

**PHYS 282 | INTRODUCTION TO METHODS IN COMPUTATIONAL PHYSICS****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Prerequisites: PHYS 272 (Can be taken Concurrently)

A hands-on introduction to the fundamentals of using computation in physics and biophysics. A combination of in-class guided group practice and at-home individual practice will be employed to introduce, practice and apply fundamental computational techniques including: the declaration and manipulation of variables and arrays, conditional statements, loops, as well as procedural programming through creating functions. These fundamentals will be applied to creating graphical representations and performing calculations to further elucidate topics discussed in PHYS 272. Computational techniques will be introduced to highlight the application of these fundamentals. These techniques may include: solutions to initial value problem ordinary differential equations; solving boundary value problems and the eigenvalue problem; and statistics and stochastic methods.

**PHYS 294 | SPECIAL TOPICS IN PHYSICS AND BIOPHYSICS****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

Topics chosen by the instructor in areas that include but are not limited to: Newtonian mechanics, electricity and magnetism, waves, optics, physics and society, modern physics, astronomy, fluids, and thermodynamics. May be repeated for credit if the course material is different.

**PHYS 300 | MATHEMATICAL METHODS OF THEORETICAL PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 271 with a minimum grade of C- and PHYS 271L with a minimum grade of C- and MATH 250 and PHYS 272 (Can be taken Concurrently)

An introduction to the methods of theoretical physics that uses physical applications to introduce mathematical techniques. This course will cover: the eigenvalue problem; Taylor expansions in one and multiple variables; solutions techniques to ordinary differential equations; Fourier analysis; separation of variables in partial differential equations; probability distribution functions and Dirac delta function. Other topics that may be discussed at the instructor's discretion include: complex variables; Green's functions and solutions to partial differential equations; vector spaces and group theory; chaos theory; special functions; Monte Carlo methods; and computational applications.

**PHYS 301 | ENERGY AND THE ENVIRONMENT****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

Energy is the lifeblood of civilization, but its use entails substantial environmental costs. This course examines the physics and technology of energy production, distribution and use, as well as its environmental and societal consequences. It is suitable for students having completed lower-division physics.

**PHYS 307 | ASTROPHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

A study of the fundamental principles of astrophysics including topics such as stellar formation, life and death, galaxy evolution, special and general relativity, and cosmology.

**PHYS 314 | ANALYTICAL MECHANICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

Statics and dynamics are developed using vector analysis, the Hamiltonian and Lagrangian formulations. Orbit theory and chaos are among the special topics treated.

**PHYS 319 | THERMAL AND STATISTICAL PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

This course develops modern statistical mechanics and its application to thermodynamic principles and phenomena. Topics include ideal gases, phase transitions, stellar systems, chemical equilibrium, kinetic theory, paramagnetism, polymers and biophysics.

**PHYS 324 | ELECTROMAGNETISM****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter, solutions of boundary value problems, special relativity and radiation theory are also developed. Three lectures per week.

**PHYS 325 | INTRODUCTION TO FLUIDS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

An introduction to the basic principles of fluids. This course will serve as an introduction to concepts used in physical oceanography, atmospheric science, and other disciplines in which fluids are studied or utilized. Examples of applications to a broad range of disciplines (physics, engineering, earth sciences, astrophysics, and biology) will be developed.

**PHYS 330 | QUANTUM MECHANICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

Introduction to the fundamental properties of nonrelativistic quantum mechanics, including the Schrödinger equation in 1-3 dimensions, the mathematical formalism (involving linear algebra and partial differential equations) of quantum theory, the solution of the hydrogen atom, and elementary perturbation and scattering theory. Entanglement, Bell's theorem, exotic states of matter, and history of physics are among the special topics discussed.

**PHYS 331 | ADVANCED TOPICS IN QUANTUM PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 330

Applications of Quantum Theory in areas such as atomic, nuclear, solid state, and elementary particle physics.

**PHYS 340 | BIOLOGICAL PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C-

Biological physics introduces the interface between the two classic sciences. Physics principles and techniques are applied to questions and problems in biology with a focus on molecular and cellular biology. Topics will be introduced systematically, building on the fundamentals of thermodynamics up to current cutting edge research topics such as protein folding, molecular machines and brain function. Specific topics may include single-molecule biophysics, optical trapping, molecular and cellular self-assembly, gene regulation, biomaterials and biomedical imaging.



**PHYS 371 | COMPUTATIONAL PHYSICS****Units: 3 Repeatability: No**

Prerequisites: PHYS 272 with a minimum grade of C- and PHYS 282

A hands-on introduction to the implementation of computational algorithms to solve problems in physics and biophysics and the interpretation of the results. Detailed topics covered will depend on instructor expertise. Topics may include solutions to ordinary and partial differential equations, linear algebra, fast Fourier transforms, numerical integration, differentiation and approximation, statistics and Monte Carlo methods.

**PHYS 381 | EXPERIMENTAL BIOPHYSICS****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Quantitative reasoning comp**

Prerequisites: PHYS 272 and PHYS 272L

A laboratory-based course introducing biophysics majors to interdisciplinary research techniques. Instrumentation development and experimental research explore topics of fluorescence and force spectroscopy, molecular diffusion, fluctuation-dissipation theory and viscoelasticity related to molecular and cellular biophysical systems. Students are trained in wet-lab techniques and computational methods using Matlab and Fiji. This is the primary upper-division laboratory requirement for biophysics majors and fulfills the core advanced writing and quantitative reasoning requirements. Students write and edit research reports on their experimental results at a level suitable for journal publication. The writing process also includes literature search techniques and an introduction to the peer review process.

**PHYS 400 | RESEARCH FORUM****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Undergraduate Research**

Prerequisites: PHYS 496 (Can be taken Concurrently)

PHYS 400 brings together all Physics and Biophysics majors involved in undergraduate research (PHYS 496) to provide a formal platform to: (1) gain skills in abstract writing and poster preparation, (2) engage in the scientific literature, (3) form a community of scholars, (4) develop a sense of ownership of their work, and (5) contextualize how their research fits into the big picture. The course meets weekly for 1 hour. Class time is primarily devoted to: learning about and practicing to write scientific abstracts and prepare posters, and having journal club style discussions on student-chosen papers. Outside of class, students are responsible for completing literature searches, reading assigned research papers, writing abstracts, preparing posters, and writing research summaries. PHYS 496 is a required concurrent prerequisite. Offered in Fall semesters.

**PHYS 471 | ADVANCED COMPUTATIONAL PHYSICS LABORATORY****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: PHYS 319 or PHYS 371

A writing-intensive advanced laboratory course where students learn to apply sophisticated computational tools to scientific problems. Through multi-week group projects, students will choose the overall computational approach, combine numerical and analytic work as appropriate, and evaluate the validity and applicability of results. Students will devote significant time to writing research reports in the style of peer-reviewed scientific journal articles, supported by dedicated writing instruction and intensive feedback.

**PHYS 480 | EXPERIMENTAL MODERN PHYSICS****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: PHYS 330

A laboratory-based course focused on the introduction to principles of research techniques with an emphasis on modern physics. Experiments illustrate physical phenomena pertaining to core areas of physics: quantum mechanics, atomic and nuclear physics, laser physics and plasma physics. Analog and digital data acquisition instrumentation, high-resolution optical and laser technology, and phase sensitive detection technology will be explored. This course is the required writing-intensive course for physics majors and fulfills the upper-division core writing requirement. Students write papers up to professional standards required of publication in physics research journals, learn to write mathematical prose, engage in the peer review process, and learn to code LaTeX.

**PHYS 481W | EXPERIMENTAL BIOPHYSICS****Units: 4****Non-Core Attributes: Writing-Pre F17 CORE**

Prerequisites: PHYS 272 and PHYS 272L and MATH 250

A laboratory-based course focused on the introduction to principles of biophysics research techniques. Instrumentation development and experimental research will explore topics of fluorescence and force spectroscopy, molecular diffusion, fluctuation-dissipation theory and viscoelasticity related to molecular and cellular biophysical systems. Students will also be trained in general wet-lab techniques and computational data acquisition and analysis using Labview and Matlab. This course is the primary upper division laboratory requirement for the biophysics major and fulfills the upper division core writing requirement. Students will write and edit research reports on their experimental results at a level suitable for journal publication. The writing process will also include literature search techniques and an introduction to the peer review process.

**PHYS 487 | EXPERIENTIAL PHYSICS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

An independent experiential learning project focused on broad applications of physics and biophysics. Projects can include but are not limited to: teaching assistantships, internships, community outreach, communication/media, secondary school teaching, and traditional physics or biophysics research. All projects must be approved and supervised by a faculty mentor in the physics and biophysics department. A student seeking PHYS 487 credit must take initiative to meet with his/her academic advisor to identify projects that best meet his/her interests and goals. Once a student has identified a faculty mentor and project, he/she can enroll in PHYS 487 by completing the application form found on the Student Resources page of the department website. The detailed requirements for earning PHYS 487 credit can also be found on the Student Resources page.

**PHYS 493 | SEMINAR I: THE CRAFT OF SCIENTIFIC PRESENTATION****Units: 1 Repeatability: No****Core Attributes: Oral communication competency**

Prerequisites: PHYS 496

First semester of the physics and biophysics seminar series devoted to instruction on scientific presentations. Students give short presentations on topics of interest, and prepare a lengthy presentation on their research. Stress is laid on the preparation, execution, and critique of effective scientific presentations. One hour per week. Fall semester.

**PHYS 494 | SPECIAL TOPICS IN PHYSICS AND BIOPHYSICS****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: PHYS 271 and PHYS 271L

Topics chosen by the instructor in areas that include but are not limited to: condensed matter physics, quantum field theory, general relativity, plasma physics, electronics, soft matter physics, particle physics, neurophysics, and advanced physics and biophysics laboratories. May be repeated for credit if the course material is different.

**PHYS 495 | SEMINAR II: FRONTIERS OF PHYSICS****Units: 1 Repeatability: No****Core Attributes: Advanced Integration****Prerequisites:** PHYS 272

The second semester of the capstone seminar series for the Physics and Biophysics major that fulfills the Advanced Integration component of the Core curriculum. This course focuses on exposure to the breadth of current physics-related research topics, and understanding the impact and context of the research through the lens of other disciplines. Students will learn about a wide range of cutting-edge research topics such as: dark matter, global warming and alternative energy sources, biomechanics, graphene, neutrinos, etc. They will also learn about how the research fits into the “big picture” by considering ethical, political, societal, technological and/or historical issues related to the research. These goals are achieved through attending seminars, meeting with scientists, and completing routine reading and writing assignments. The course culminates with a final project in which students investigate and articulate the connection of one of the covered research topics to another discipline.

**PHYS 496 | RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Prerequisites:** PHYS 400 (Can be taken Concurrently)

An independent research project supervised by a faculty mentor in the physics and biophysics department. A student seeking PHYS 496 credit must take initiative to meet with faculty members to learn about their research interests and possible problems to research. Once a student has identified a faculty mentor and project, he/she can enroll in PHYS 496 by completing the application form found on the Student Resources page of the department website. The detailed requirements for earning PHYS 496 credit can also be found on the Student Resources page. Students completing their first unit of PHYS 496 must be concurrently enrolled in PHYS 400.

**PHYS 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

## Political Science (POLS)

**POLS 100 | POWER AND JUSTICE****Units: 3-4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

This course focuses on theories of political organization, action, and analysis. Readings emphasize primary sources of political thought—from Ancient Greece to modern America—to investigate fundamental problems of political life. How should power be distributed and what ends should it serve? How do diverse political communities define and seek justice? How do they balance other fundamental values, such as liberty and equality? How can these questions help us understand who wins, who loses, and why it matters? These questions and more will guide our investigation of the relationship between power and justice in theory and practice.

**POLS 120 | INTRODUCTION TO AMERICAN POLITICS****Units: 3****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

This course offers students a fundamental overview of American politics by analyzing the origin, development, structure, and operation of all levels of the American political system. This course also examines how politics are practiced in the United States in order to analyze the uniqueness of the American political system.

**POLS 130 | INTRODUCTION TO THE POLITICS OF RACE AND ETHNICITY****Units: 3 Repeatability: No****Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 1**

What is the role of race and ethnicity in U.S. politics? Are we post-racial yet?

The course surveys the impact of race and ethnicity on social, economic and political issues in the United States. We will examine the political experience and engagement of Native Americans, Black Americans, Latinos, Asian Americans, and White Americans in both a historical and contemporary context. We will also investigate the potential for colorblindness as an approach to American politics.

**POLS 150 | INTRODUCTION TO COMPARATIVE POLITICS****Units: 3****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

The purpose of this course is to introduce students to the study of comparative politics. Comparative politics is the study of the domestic politics of other countries. This course offers a fundamental overview of the major issues in comparative politics, such as, state formation, political regimes, political culture, civil society, political economy, governing institutions, electoral institutions, and other forms of political representation and participation.

**POLS 170 | INTRODUCTION TO INTERNATIONAL RELATIONS****Units: 3-4****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

This course examines major theoretical approaches in the discipline of international relations. Students are introduced to the study of the causes of war and the conditions of peace, international law and organizations, international political economy, great power politics, and foreign-policy decision making. The course also explores issues such as global poverty, economic development, human rights, and the environment as they affect international politics.

**POLS 200 | TOPICS IN POLITICAL THEORY****Units: 3**

This course will offer lower division students an opportunity to take a course in a more specialized area of political thought. Topics may include "American Political Thought," "Political Thought in Literature," : Discourse & Democracy," and "Conservative Political Thought" and others.

**POLS 220 | TOPICS IN AMERICAN POLITICS AND PUBLIC LAW****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

This course will offer lower division students a close look at a particular element of the American political system. Topics may include "The Presidential Election," "The Vote," and "Money in American Politics" and others.

**POLS 250 | TOPICS IN COMPARATIVE POLITICS****Units: 3-4****Core Attributes: Social/Behavioral Inquiry area**

This course will offer lower division students the opportunity to examine specialized topics in comparative politics. Topics may include "Political and Social Change in South Africa and the United States," "Democratization in Comparative Perspective," "political Change in the 21st Century" and others.

**POLS 270 | TOPICS IN INTERNATIONAL RELATIONS****Units: 3**

This course will offer students a closer look at specialized topics in the international political system. Topics may include "Indigenous Peoples and the Environment," "Rising Powers and the Future of American Global Predominance," "War and Peace in the Twenty-first Century," "Twenty-first Century Global Challenges," and "Political Borders: Cooperation and Conflict Along Interstate Boundaries" and others.

**POLS 300 | DEMOCRATIC THEORY****Units: 3 Repeatability: No**

This class is an investigation of the virtues and vices of democracy. Course texts will be comprised of works in Ancient political thought, modern and contemporary democratic theory, and works of literature. By working to interrogate and analyze such texts, we will, hopefully come to a greater understanding of the attractions, harms, shortcomings, and potential of democracy in new and more fully developed ways.

**POLS 301 | POLITICAL THOUGHT: ANCIENT TO MODERN****Units: 3**

This course examines the formation and development of political ideas, from Greek political philosophy through the late Middle Ages. Emphasis is placed on the relationship between theory and practice in political life.

**POLS 302 | POLITICAL THOUGHT: MODERN AND CONTEMPORARY****Units: 3-4****Non-Core Attributes: Writing-Pre F17 CORE**

This course examines political ideas in the modern and contemporary Western tradition. Emphasis is placed on the relationship between theory and practice in political life.

**POLS 303 | LIBERAL POLITICAL THOUGHT****Units: 3 Repeatability: No**

This course investigates the history of liberalism, its foundational principles, its changing features, and the contemporary criticisms of and alternatives to liberalism from the likes of communitarians, republicans, and feminists.

**POLS 304 | AMERICAN POLITICAL THOUGHT****Units: 3 Repeatability: No**

Through self-conscious interaction with the history of political thought, concern for practical solutions, and attentiveness to particularities of their own circumstances, Americans have crafted a tradition of political thought distinct in both form and content from that of their European forebears. This course explores the varieties of political thought in the United States, highlighting the diversity of perspectives on political life and institutional design throughout American history.

**POLS 305 | BLACK POLITICAL THOUGHT****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

The course traces and examines how black political thinkers and activists have responded to central political questions in the United States and their relationship to the broader African Diaspora. We will explore major ideological trends and political philosophies, as they have been interpreted and applied by black thinkers. Key themes include the relationship between racial identity and questions of liberation, faith, and national belonging.

**POLS 306 | CONSERVATIVE POLITICAL THOUGHT****Units: 3 Repeatability: No**

Through the careful critical study of some of the most thoughtful and influential works of conservative political thought over the past two centuries, this class will explore the idea of conservatism and the varieties of conservative thought. The texts have been chosen primarily for the high quality of their writing and argument, rather than for any particular relevance to the most familiar manifestations of conservative ideology. Our goal in this class will be to take conservatism seriously as an idea—rather than merely an ideology—and expand our conceptions of what conservatism can mean far beyond the reductive picture we get in contemporary politics.

**POLS 307 | FEMINIST POLITICAL THEORIES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

In this course we will explore foundational texts and concepts alongside issues with which feminist theorists around the world have been grappling, both historically and in the present. As you will discover, there is no unitary feminist theory. There is overlap, but there are also marked differences among the approaches that feminists have taken in their pursuit of social change, and with the goal of establishing a more just social order. As we work through the course, we will explore the strengths and limitations of the approaches we encounter, looking at their emergence and implications and exploring how they help us understand and confront our own gendered existence. Above all, we will examine the intersectional workings of power and their impact on political subjectivity, belonging, becoming, and activism in one's communities.

**POLS 308 | POLITICS AND LITERATURE****Units: 3**

This course explores the political content of selected classical, modern, and contemporary literature. Emphasis is placed on concepts such as authority, power, freedom, equality, organization, obligation, and the ways these concepts have been treated by different authors.

**POLS 309 | SEX, POWER, AND POLITICS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

This course offers an analysis of gender in politics from historical as well as theoretical perspectives. Topics examined include: gender power, leadership, and governance; social, economic, and political factors explaining women's political status and participation in relation to men's; and the women's movement as a political movement.

**POLS 310 | THE PRESIDENCY****Units: 3**

This course focuses on the American presidency as an institution. The class examines the origins of the president's domestic and international powers, how those powers have grown and changed over time, and how they are both enhanced and limited by other actors in the political system.

**POLS 312 | CONGRESS****Units: 3**

This course examines the history, organization, operation, and politics of Congress. Nomination and election, constituent relations, the formal and informal structures of both houses, relations with the executive branch, and policy formulation are discussed. Students participate in a simulation of the House of Representatives.

**POLS 313 | PARTIES AND INTEREST GROUPS****Units: 3**

This course examines the origin, nature, structure, and operation of American political parties, interest groups, and social movements, and their roles in the political process.

**POLS 314 | CAMPAIGNS AND ELECTIONS****Units: 3**

This course analyzes how rules and laws affect the roles that parties, candidates, voters, and other political actors play in elections. It also investigates the behavior of political actors during elections by examining campaign strategy, staffing, polling, advertising, turnout, and symbolic communication. Its main emphasis is on American federal elections, but also considers elections in a comparative context and sub-national elections in the United States.

**POLS 316 | STATE AND LOCAL GOVERNMENT****Units: 3 Repeatability: No**

This course explores the theory and practice of governmental administration at the national, state, and local levels, and the development and implementation of legislation, with special attention to California. This course examines the political functions of state and local governments, including the extent to which the national political atmosphere interacts with state and local politics and policymaking.

**POLS 318 | BLACK POLITICS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

The course traces and examines the political efforts of Black Americans to gain full and equitable inclusion into the American polity. Key topics include identity, ideology, movement politics, electoral participation, institutions and public policy.

**POLS 319 | POLITICS OF RACE AND ETHNICITY****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

The course surveys the impact of race and ethnicity on social, economic and political issues in the United States. We will examine the diverse issues and strategies deployed by racial and ethnic groups in the United States to gain more equitable treatment.

**POLS 320 | WAR POWERS IN THE AMERICAN CONSTITUTIONAL SYSTEM****Units: 3 Repeatability: No**

This course focuses on the war powers that the Constitution grants to the Congress and the president. Particular attention will be paid to the ways in which that balance has evolved over time from the founding to the present day.

**POLS 321 | CONSTITUTIONAL LAW AND AMERICAN GOVERNMENT: FEDERALISM AND SEPARATION OF POWERS****Units: 3**

This course begins with an examination of the early development of American constitutional law, including the Articles of Confederation, the Constitutional Convention, and the Federalist Papers. Students also explore the development of Supreme Court doctrine regarding judicial review, conflicts among the three departments of government in domestic and foreign affairs, and the ongoing struggle to define the responsibilities of state and federal governments.

**POLS 322 | CONSTITUTIONAL LAW: CIVIL RIGHTS AND LIBERTIES****Units: 3 Repeatability: No**

This course examines constitutional law and politics, with a focus on civil rights and individual liberties. Topics include free speech, racial and sexual discrimination, church and state, privacy, voting rights, and the rights of the accused. (Note: POLS 321 is not a prerequisite for this class).

**POLS 323 | JUDICIAL BEHAVIOR****Units: 3****Non-Core Attributes: Writing-Pre F17 CORE**

This course explores judicial politics and decision-making, with particular emphasis on judges, lawyers, and juries. Topics include judicial selection and appointment, the limits of judicial power, the roles that lawyers play in our legal and political systems, and the development of trial by jury.

**POLS 326 | COMPARATIVE LAW****Units: 3**

This course presents a cross-national, historical, and comparative analysis of constitutional, administrative, and criminal law. Subject countries vary, but include representative judicial systems within the Civil Law, Common Law, and Socialist Law traditions.

**POLS 327 | INTERNATIONAL LAW****Units: 3**

This course examines the theory and practice of international law, including efforts to create effective legal means to define, proscribe, and punish war crimes, crimes against humanity, and terrorism. We discuss the negotiation, ratification, and enforcement of treaties and study multinational legal institutions such as the International Court of Justice, the International Criminal Court, and the International Criminal Tribunals for the Former Yugoslavia and Rwanda.

**POLS 329 | LAW OF THE SEA****Units: 3 Repeatability: No**

This course introduces students to the study of regimes of the sea including fisheries, pollution control, and coastal management zones. The politics of ocean regulation are examined with particular attention to law of the sea negotiations.

**POLS 330 | RESEARCH METHODS IN POLITICAL SCIENCE****Units: 3-4**

This course introduces students to the various stages of the research process, from conceptualization of the research question to interpretation of findings. Students not only learn to develop efficient research strategies to evaluate empirical relationships from a theoretically informed perspective, but they also design and conduct empirical research of their own.

**POLS 340 | PUBLIC ADMINISTRATION****Units: 3**

This course explores the theory and practice of governmental administration at the national, state, and local levels, and the development and implementation of legislation.

**POLS 342 | PUBLIC POLICY****Units: 3-4**

This course examines the political and administrative processes through which public policy is formulated, adopted, implemented, and evaluated.

**POLS 343 | EDUCATION, CITIZENSHIP AND POLITICS IN SOUTH AFRICA****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Global Diversity level 2****Non-Core Attributes: Community Engagement**

This is a study abroad course in South Africa examining the historical, political and educational challenges faced by the post-Apartheid democracy. Students have opportunities to engage with South African communities, specifically the village of Makuleke. Cross-listed as SOCI 375.

**POLS 344 | POLITICS OF U.S. CITIZENSHIP AND MIGRATION****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

Migration is one of the most important forces in society today –re-shaping cities, suburbs, rural areas, and nations, altering racial dynamics, influencing families, education, culture, labor markets, and politics. Migration debates are linked to disputes over borders (both literal and figurative), what it means to be a citizen, what newcomers should have to do to become one, the equality of opportunity for minorities, the consistency of our logics of race and ethnicity, and the status of the nation in the global community. Some of the topics we will address are: the ethics of immigration and citizenship, the evolution of immigration policy, the assimilation and incorporation of recent migrants, political rhetoric and public opinion on immigration, and the future direction of immigration policy.



**POLS 346 | FOOD AND POLITICS****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

Prerequisites: POLS 120 or POLS 150 or POLS 170 or EOSC 300 or EOSC 303  
 This course will consider food systems through the intersecting lenses of politics, sustainability, race/ethnicity, and culture. Using case studies (both real and fictional) from various political, cultural, and historical contexts, we will examine human relationships with food. We will focus in particular on issues such as: the role of food in cultural traditions; the influence of ethnocultural norms on food cultivation, preparation, and consumption; the intersection of food, culture, and environmental sustainability; and the depictions/influence of popular culture and the arts on socio-ecological food systems.

**POLS 347 | CULTURE & ENVIRONMENTAL POLITICS****Units: 3 Repeatability: No****Prerequisites:** POLS 120 or POLS 150 or POLS 170 or EOSC 300 or EOSC 303

This course will consider human responses to the natural world, and the role that cultural influences play in shaping political discourses around the environment. Using case studies from across human history, we will examine human relationships with their environment, focusing on issues such as the sacredness of nature; resource use, degradation, and scarcity; disease and other environmental health factors; and how popular culture and the arts depict and influence the socio-ecological nexus.

**POLS 348 | INDIGENOUS PEOPLES AND THE ENVIRONMENT****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

From environmental injustices in California, to the construction of mega-dams in the Amazon, to debates over fishing rights in New Zealand, struggles between indigenous groups and forces of development and globalization are on the rise. At the same time, stereotyped popular perceptions about the relationship between native peoples and the environment often further these inequalities. Although a global system of indigenous rights has been created in recent decades, its impact has been limited, and serious concerns about its long-term potential remain. Through case studies, an interactive negotiation simulation, and in-class research presentations, we will explore the interplay between indigenous peoples, natural resources, and human rights through a variety of disciplinary lenses.

**POLS 349 | POLITICS AND THE ENVIRONMENT****Units: 3 Repeatability: No****Prerequisites:** POLS 120 or POLS 150 or POLS 170 or EOSC 300 or EOSC 303

This course examines the decision-making processes through which modern societies attempt to cope with environmental and natural resource problems. Students investigate both American and international environmental issues, and consider the historical and theoretical bases of current environmental policies and initiatives.

**POLS 350 | THEORIES OF COMPARATIVE POLITICS****Units: 3-4**

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

**POLS 352 | COMPARATIVE POLITICS OF DEVELOPING COUNTRIES****Units: 3**

This course examines concepts and theories of development and assesses their utility in understanding political, economic, and social change in Latin America, sub-Saharan Africa, and Southeast Asia. Particular emphasis is placed on issues such as: state building; the bureaucracy; civil-military relations; national identity; economic development; and democratization.

**POLS 353 | POLITICS AND RELIGION****Units: 3 Repeatability: No**

This course offers an introduction to the study of the role of religion in sociopolitical change. The course deals with the theoretical literature on the subject and focuses on the salient cases in the various religious traditions and regions of the world.

**POLS 354 | REVOLUTIONARY CHANGE****Units: 3**

This course is a comparative study of the revolutionary process focusing on the meaning of revolutionary change, the causes and development of revolutions, and the conditions influencing their outcomes. Special attention is devoted to the French, Russian, Chinese, Cuban, and other revolutions.

**POLS 355 | POLITICS IN EUROPE****Units: 3-4**

This course offers a survey of the political cultures, institutions, and processes of the United Kingdom, France, the Federal Republic of Germany, and other West European countries. The development of a more integrated European community is also discussed.

**POLS 357 | POLITICS IN LATIN AMERICA****Units: 3**

This course examines the dynamics of political and economic change in 20th-century Latin America. There is particular emphasis on the causes and consequences of cyclical economic development and recurrent waves of democratization and authoritarianism.

**POLS 358 | POLITICS IN SOUTH ASIA****Units: 3**

This course is designed to introduce students to the study of contemporary South Asian politics by examining historical as well as contemporary issues relating to socio-economic change, political development, regional relations, and international links. The course focus is primarily on India, Pakistan, and Bangladesh, but the politics of Nepal and Sri Lanka are also considered.

**POLS 359 | POLITICS IN THE MIDDLE EAST****Units: 3**

This course offers an introduction to the study of the politics of the Middle East and North Africa. The complex issues of regional conflicts with international significance and the forces shaping the internal development of the modern Middle East are explored.

**POLS 360 | POLITICS IN SUB-SAHARAN AFRICA****Units: 3**

This course provides an introduction to Sub-Saharan African political systems and the relationships that exist between governments and their citizens in this region. We examine some of the main factors that shape contemporary African politics, including the legacy of colonialism, the rise of authoritarian states, ethnic, national, and racial conflict, and political and economic reform.

**POLS 361 | POLITICS IN SOUTH AFRICA****Units: 3**

This course is designed to examine the major issues and challenges facing South Africa today. The goal of the course is to introduce students to contemporary South African politics and to situate the current political challenges into the broader historical context. We will analyze the processes of democratic consolidation, state building and nation building since the end of apartheid in 1994.

**POLS 362 | POLITICS IN THE UNITED KINGDOM****Units: 3-4**

This course examines the development of democracy in England, the institutions of government and parliament, political parties, and selected domestic and foreign policies.

**POLS 363 | POLITICS IN FRANCE****Units: 3**

This course examines contemporary French politics. We begin by constructing an historical and ideological foundation for the course, we then move to recent institutional and electoral practices, and we finally analyze a variety of foreign and security policies, including relations with the United States, members of the European Union, and countries throughout the world.

**POLS 364 | POLITICS IN GERMANY****Units: 2-3**

This course introduces students to German politics by examining contemporary as well as historical issues that challenge the unified Germany. The course's main focus is on the post-Cold War and post-unification era, with particular emphasis on the current political, social, and economic agendas, and on explaining and predicting German national and international politics.

**POLS 365 | POLITICS IN RUSSIA****Units: 3**

This course examines the development of the political institutions and culture of Russia since the collapse of Communism, with a focus on the role of the Presidency, the Parliament, political parties, and the public in shaping the life of the Russian Federation.

**POLS 366 | POLITICS IN MEXICO****Units: 3**

This course provides an overview of the contemporary Mexican political system. The primary focus is on the breakdown of the dominant party system in the late 20th century and the subsequent recalibration of executive-legislative relations, decentralization of power, and emergence of democratic political culture and competition.

**POLS 367 | POLITICS IN JAPAN****Units: 3-4**

This course examines the development of contemporary Japanese politics by analyzing Japan's pre-WWII political and social systems, its domestic capabilities, and Japanese policy-making processes. The course also evaluates current, and speculates regarding future Japanese politics by assessing historical and current political, economic, and social conditions in Japan.

**POLS 368 | POLITICS IN CHINA****Units: 3**

This course examines politics and political issues in the People's Republic of China from the mid-1800s to the present. Throughout the course students assess factors such as China's traditional political, social, and economic systems, ideology, and current policy-making structures that shape China's policies in order to understand contemporary Chinese political issues.

**POLS 370 | THEORIES OF INTERNATIONAL RELATIONS****Units: 3**

This course analyzes the major theoretical perspectives in the field of international relations by reflecting upon the writings of the most important scholars in the discipline. Students study the mainstream realist and liberal approaches and explore theoretical alternatives to these paradigms. The relationship between theory and practice is also examined.

**POLS 371 | AMERICAN FOREIGN POLICY****Units: 3-4 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

This course provides an in-depth exploration of the challenges and opportunities facing American foreign policy in the 21st century. Students examine the historical legacy and internal and external constraints on foreign policy decision making. Students also study theoretical approaches in the discipline of international relations and discuss their relevance to an empirical analysis of American foreign policy.

**POLS 374 | U.S.-LATIN AMERICAN RELATIONS****Units: 3**

This course explores the history of economic and political relations between the U.S. and Latin America to understand the basis of contemporary U.S. policy. Topics examined include military intervention, drug trafficking, immigration and trade policies, and relations with Cuba.

**POLS 376 | U.S. NATIONAL SECURITY****Units: 3**

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

**POLS 377 | REGIONAL SECURITY****Units: 3**

This course examines security dynamics in selected regions of the world (e.g. Europe, East Asia, Latin America, Africa, South Asia, and the Middle East). We address issues ranging from military technologies to diplomatic relations, political economy, and transnational challenges like drug trafficking and terrorism.

**POLS 378 | TRANSNATIONAL CRIME AND TERRORISM****Units: 3-4**

**Non-Core Attributes: Writing-Pre F17 CORE**

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

**POLS 379 | INTERNATIONAL POLITICAL BOUNDARIES AND BORDER POLICIES****Units: 3 Repeatability: No**

This course provides an examination of the theoretical and empirical literature on international boundary dynamics and border policies related to diplomacy, migration, trade, economic development, crime, and terrorism. This course may also consider boundary negotiations over contested interstate borders.

**POLS 380 | THEORIES OF INTERNATIONAL POLITICAL ECONOMY****Units: 3 Repeatability: No**

This course offers an overview of the history, dynamics, and theoretical approaches to international political economy. The course covers advanced industrial and lesser developed countries, as well as international economic institutions, actors, and transactions. Special topics are also examined, including such issues as international financial crises, migration, aid, and inequality.

**POLS 381 | MIGRATION & IMMIGRATION POLITICS AND POLICY****Units: 3 Repeatability: No**

**Core Attributes: Global Diversity level 2**

This course examines trends regarding migration and immigration policy. The course devotes special attention to the United States as the world's leading immigrant receiving country, as well as other major migrant sending and receiving countries. In the process, the course touches on several complex and contentious issues, including citizenship and naturalization, the rights of migrants and refugees, the problem of unauthorized migration, border security and interior enforcement, anti-immigrant sentiment and immigrant advocacy, the cost and contributions of migrants and immigrants, crimes committed by and against immigrants, the inclusion and exclusion of new immigrant groups, and the consequences of migration and immigration for the affected countries and communities.

**POLS 382 | INTERNATIONAL HUMAN RIGHTS****Units: 3**

This course explores contending approaches to human rights, the role of institutions and organizations in setting human rights agendas, and human rights problems and policies in international politics.

**POLS 383 | INTERNATIONAL ORGANIZATIONS****Units: 3-4**

This course provides an introduction to the study of international organizations in world politics. The focus is on the United Nations and other selected organizations.

**POLS 400 | POLITICAL IDEAS & IDEOLOGIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced Integration**

For this course, students draw upon multidisciplinary perspectives to explore how political ideas and ideologies shape our understanding of the world in a collaborative seminar tied to a series of public events co-sponsored by Pi Sigma Alpha (the Political Science Honors Society). The course brings together interdisciplinary scholarly research, political engagement, and discourse across ideological perspectives to help students interact substantively with the history of ideas to better understand both their political community and themselves, while learning what it means to be an engaged scholar whose research informs their approach to their political community (and vice versa). This course may be taught by a single instructor or team-taught by multiple instructors.

**POLS 430 | FIELD SEMINAR IN CALIFORNIA GOVERNMENT****Units: 1****Non-Core Attributes: Experiential**

Students attend a three-day seminar on California government and politics in the California State Capitol building in Sacramento. The seminar is offered only during the spring semester at the end of February. Students attend seminar presentations featuring elected state legislators, legislative and executive staffers, journalists, lobbyists, and academic experts on current issues confronting California.

**POLS 434 | WASHINGTON, DC: THE PRESS AND THE PRESIDENCY****Units: 3**

This course provides an analysis of U.S. politics and decision-making as seen through an extensive evaluation of the U.S. press and the U.S. presidency. Students meet during the first two weeks in Washington, D.C., during intersession.

**POLS 435 | WASHINGTON, DC: DIRECTED STUDY IN POLITICAL SCIENCE****Units: 3 Repeatability: No**

This course requires students to complete a research paper while interning in Washington, D.C. The paper will address an issue in political science that relates to the internship experience.

**POLS 436 | WASHINGTON, DC: INTERNSHIP IN POLITICAL SCIENCE****Units: 3,6 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Students work 35-40 hours a week in Washington, D.C., at an internship related to political science. The internship must be approved by the Department of Political Science and International Relations. Students receive 6 units of credit, of which 3 units may apply toward the major.

**POLS 437 | WASHINGTON, DC: CLASS IN POLITICAL SCIENCE****Units: 3 Repeatability: No**

This political science course is taken in Washington, D.C., during the internship. The course must be approved by the Department of Political Science and International Relations.

**POLS 444 | SPECIAL TOPICS IN POLITICAL SCIENCE****Units: 3-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics courses offer an examination of a topical issue affecting politics in the United States. The course number may be repeated for credit provided the topics of the courses are different.

**POLS 448 | INTERNSHIP IN POLITICAL SCIENCE****Units: 1-6 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This course involves participation in a governmental office at the local, state, or national level. Students are required to complete a research paper under the supervision of the instructor. This course is open only to junior or senior political science or international relations majors with a grade point average of 3.0 or higher. Students may not enroll in more than 6 internship units, and only 3 units may be used toward the major.

**POLS 449 | INDEPENDENT STUDY IN POLITICAL SCIENCE****Units: 1-3**

This course involves advanced individual study in public policy, american politics, public law, political behavior, or political theory. This course is open only to junior or senior Political Science or International Relations majors with a grade point average in political science courses of 3.3 or higher. Approval of instructor and department chair is required, and substantial prior coursework in the area is expected.

**POLS 480 | MODEL UNITED NATIONS****Units: 1**

This course involves a simulation of the decision-making process of the United Nations. Students participate in at least one conference per semester where they have the opportunity to represent an assigned country and compete against other universities. This course may be repeated once for credit.

**POLS 485 | WASHINGTON, DC: DIRECTED STUDY IN INTERNATIONAL RELATIONS****Units: 3**

This course requires students to complete a research paper while interning in Washington, D.C. The paper will address an issue in international relations that relates to the internship experience.

**POLS 486 | WASHINGTON, DC: INTERNSHIP IN INTERNATIONAL RELATIONS****Units: 3,6 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Students work 35-40 hours a week in Washington, D.C., at an internship related to international relations. The internship must be approved by the Department of Political Science and International Relations. Students receive 6 units of credit, of which 3 units may apply toward the major.

**POLS 487 | WASHINGTON, DC: CLASS IN INTERNATIONAL RELATIONS****Units: 3**

This international relations course is taken in Washington, D.C., during the internship. The course must be approved by the Department of Political Science and International Relations.

**POLS 492 | SPECIAL TOPICS IN INTERNATIONAL RELATIONS--STUDY ABROAD****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Social/Behavioral Inquiry area****Non-Core Attributes: International**

Special Topics courses--Study Abroad offer an examination of a topical issue affecting the domestic politics of foreign countries or foreign policy and international relations, while taking a course in a study abroad program. This course number may be repeated for credit provided the topics of the courses are different.

**POLS 494 | SPECIAL TOPICS IN INTERNATIONAL RELATIONS****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Special topics courses offer an examination of a topical issue affecting the domestic politics of foreign countries or the international political system. This course number may be repeated for credit provided the topics of the courses are different.

**POLS 495 | SENIOR CAPSTONE SEMINAR****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Prerequisites: POLS 330

This course is required for Political Science and International Relations majors. There are four main objectives for this course. First, it provides an opportunity for students to synthesize, integrate and apply the knowledge and skills they have acquired while pursuing the PS or IR major. Second, it provides an opportunity to produce an original research paper or equivalent creative project. Third, it provides students with the opportunity to present their conclusions with faculty, peers, and members of the community. Finally, this class aims to help students improve their writing and communication skills.

**POLS 498 | INTERNSHIP IN INTERNATIONAL RELATIONS****Units: 1-6 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This course involves participation in an internship related to international relations. Students are required to complete a research paper under the supervision of the instructor. This course is open only to junior or senior political science or international relations majors with a grade point average of 3.0 or higher. Students may not enroll in more than 6 internship units, and only 3 units may be used toward the major.

**POLS 499 | INDEPENDENT STUDY IN INTERNATIONAL RELATIONS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course involves advanced individual study in international relations or comparative politics. This course is open only to junior or senior political science or international relations majors with a grade point average in Political Science courses of 3.3 or higher. Approval of instructor and department chair is required, and substantial prior coursework in the area is expected.

## Psychology (PSYC)

**PSYC 101 | INTRODUCTORY PSYCHOLOGY****Units: 3****Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area**

This core curriculum course provides an introduction to the science of psychology and includes the following topics: history of psychology, research methods in psychology, biological bases of behavior, sensation and perception, development, learning, memory, cognition, motivation, emotion, personality, social psychology, psychological disorders, and therapy. (every semester).

**PSYC 230 | RESEARCH METHODS IN PSYCHOLOGY****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only)**

Introduction to the principles and methods of psychological research through lecture, discussion, and participation in laboratory and field research projects. This course will cover multiple research designs including both qualitative and quantitative approaches. Every semester.

**PSYC 260 | STATISTICS****Units: 3 Repeatability: No****Core Attributes: Quantitative reasoning comp**

Introduction to the analysis of research data in psychology. Topics include measures of central tendency and variability, correlation, prediction, and hypothesis testing.

**PSYC 294 | SPECIAL TOPICS IN PSYCHOLOGY****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: PSYC 101

The purpose of this course is to provide the beginning undergraduate student with an opportunity to explore a variety of contemporary topics in psychology. These will be in-depth investigations on subjects of special interest to the instructor. Course may be repeated with different topics. Prerequisite vary with topic and/or instructor.

**PSYC 305 | ADVANCED STATISTICS****Units: 3**

Prerequisites: PSYC 260

This course will build on and extend student knowledge of analyses first introduced in the basic statistics course. After review of basic statistics, key issues to be explored include testing underlying assumptions of parametric statistics, transformations of data, nonparametric statistics, analysis of covariance, multiple regression, partial correlation, and multivariate analysis of variance. Students will learn to enter data on a computer and use a statistical program (SPSS) to perform analyses. Emphasis will be placed on choosing appropriate statistics, carrying out analyses, interpreting results, and reporting findings in APA style.

**PSYC 314 | DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE****Units: 3-4 Repeatability: No**

Prerequisites: PSYC 101

The study of growth and development within physical, cognitive, and social domains of the normal individual from conception through adolescence. The influences of maturation and socialization are emphasized as well as the interdependence of the various domains of development. Community service may be required.

**PSYC 316 | DEVELOPMENTAL PSYCHOLOGY: ADULTHOOD AND AGING****Units: 3-4**

Prerequisites: PSYC 101

The study of human behavior and development into the adult years. Coverage includes theory and research about aging within physical, cognitive, and social domains from early adulthood through death. Addresses age-related issues as well as the influences of maturation and socialization on development. Community service may be required.

**PSYC 318 | CHILD DEVELOPMENT ACROSS CULTURES****Units: 3 Repeatability: No**

Prerequisites: PSYC 101

This course compares and contrast development among infants, children and adolescents across cultures. It reviews theoretical concepts and empirical findings regarding developmental changes and continuities among typical individuals reared within the U.S. It also examines cross-cultural variability and human universals in child development along with sociocultural factors that lead to variability in development among children from differing cultural groups.

**PSYC 322 | SOCIAL PSYCHOLOGY****Units: 3-4**

Prerequisites: PSYC 101

The study of how people think about, relate to, and are influenced by others. Topics include: group behavior; socialization; social interaction; attitude change; affiliation; aggression; altruism; person perception; and the role of psychological factors in social problems.



**PSYC 324 | CROSS-CULTURAL PSYCHOLOGY****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2**

Prerequisites: PSYC 101 and PSYC 230

An examination of human behavior in cultural context. Emphasis will be placed on the role of cultural factors influencing such patterns of behavior as perception, cognition, personality, emotion, development, group dynamics, mental and physical health, and language. As part of studying these cultural differences, you will also reflect and analyze how your own cultural background influences your perceptions of the world.

**PSYC 326 | ORGANIZATIONAL/INDUSTRIAL PSYCHOLOGY****Units: 3**

Prerequisites: PSYC 101

A study of the application of psychological principles in organizational settings. Topics include: organizational structure; personnel selection, social influence and human relations in organizations, leadership, and organizational change.

**PSYC 328 | STEREOTYPING, PREJUDICE AND DISCRIMINATION****Units: 3**

Examination of stereotyping, prejudice, and discrimination from a social psychology perspective. Focus on theory and research about what causes stereotyping, prejudice and discrimination; why these social ills are so resistant to change and how they can be reduced.

**PSYC 330 | PSYCHOLOGY OF GENDER****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

Prerequisites: PSYC 101 and PSYC 230

This course involves an overview of psychological research and theory concerning sex differences, the causes of sex differences, and the influence of gender stereotypes. We will place an emphasis on topics such as sexism, interpersonal relationships, aggression, and health, focusing on how gender dynamics influence power, sustain privilege, and create restrictive social norms for both men and women. Further, the discussion of how gender norms and stereotypes differ across contexts and within and between diverse racial groups and social classes will also demonstrate how an intersectional lens is important to understanding the complexities of gender.

**PSYC 332 | LEARNING AND BEHAVIOR****Units: 3**

Prerequisites: PSYC 101 and PSYC 230

The study of learning in humans and animals. Topics include: theories of learning; classical conditioning; instrumental learning; observation learning; and perceptual-motor and verbal learning and cognition. Current research will be stressed.

**PSYC 336 | COGNITIVE PSYCHOLOGY****Units: 3-4**

Prerequisites: PSYC 101 and PSYC 230 and PSYC 260

Scientific study of how people process information. Topics include perception, attention, memory, imagery, language, concept formation, decision making, and problem solving. Both basic and applied issues will be addressed. The course will focus on current models, including information processing and neural networks.

**PSYC 339 | HUMAN MEMORY****Units: 3 Repeatability: No**

Prerequisites: PSYC 101 and PSYC 230

This course will explore different types of memories, and their real-world application. It will emphasize research studies, and will also discuss other memory topics such as enhancement techniques, eyewitness memory, and memory and brain damage.

**PSYC 342 | BIOLOGICAL PSYCHOLOGY****Units: 3 Repeatability: No**

Prerequisites: PSYC 101 and PSYC 230

Study of the biological bases of behavior, stressing evolutionary, genetic, neural, and hormonal processes. Topics include: anatomy and physiology of the nervous, sensory, and motor systems; and the biological bases of emotion, motivation, learning, memory, sleep, individual differences, and psychopathology. Current research will be stressed.

**PSYC 344 | ANIMAL BEHAVIOR: COMPARATIVE PSYCHOLOGY AND ETHOLOGY****Units: 3 Repeatability: No**

Prerequisites: PSYC 101 and PSYC 230

Study of animal behavior through a synthesis of the work of ethologists and comparative psychologists. Stresses the adaptive nature of behavior and its role in evolution. Topics include research strategies, classification of behavior, evolution and development of behavior, the concept of instinct, communication, and social behavior. Current research will be stressed. Students may not receive credit for taking both PSYC 344 and BIOL 438, BIOL 439, EOSC 438, or EOSC 439.

**PSYC 346 | EVOLUTIONARY PSYCHOLOGY****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only)**

Prerequisites: PSYC 101 and PSYC 230

The goal of this course is to examine and evaluate the evolutionary perspective as it relates to the study of behavior and mental processes. Interdisciplinary evidence will be explored to evaluate the presence of evolved psychological adaptations that characterize human nature. Applications of the evolutionary perspective will be explored in the context of many subfields within psychology, such as learning, memory, cognitive processing, development, personality, social behavior, disorders and more.

**PSYC 347 | BEHAVIOR GENETICS****Units: 3 Repeatability: No**

Prerequisites: PSYC 101 and PSYC 230

Explores the past and current status of the nature/nurture controversy in psychology as an introduction to the methods of research in behavior genetics. Hereditary influences on perception, learning, intelligence, temperament, personality, and psychopathology will be investigated through a consideration of current research in these areas.

**PSYC 354 | BEHAVIOR DISORDERS OF CHILDHOOD****Units: 3**

Prerequisites: PSYC 101

This course will examine the causes of emotional disorders in childhood and the various methods of treatment for childhood disorders.

**PSYC 355 | ABNORMAL PSYCHOLOGY****Units: 3-4**

Prerequisites: PSYC 101

Reviews the current literature on the etiology, prevalence, classification, and treatment considerations relating to abnormal behavior and mental disorders. Course assumes an integrated biopsychosocial perspective and focuses on adult psychopathology. Gender effects and cultural considerations as they relate to the study of abnormal behavior and adult mental disorders are examined.

**PSYC 356 | PSYCHOLOGICAL ASSESSMENT****Units: 3**

Prerequisites: PSYC 101 and PSYC 230 and PSYC 260

Principles of psychological testing, selection, evaluation, and interpretation of test results.

**PSYC 357 | HEALTH PSYCHOLOGY****Units: 3 Repeatability: No****Core Attributes: Advanced Integration****Non-Core Attributes: Community Engagement**

Prerequisites: PSYC 101 and PSYC 230

An examination of the psychological variables contributing to the development and/or progress of disease, and of the effects of illness on injury and behavior. Areas to be considered include the impact of various types of stress on illness, pain mechanisms, psychophysiological disorders, psychological approaches to prevention and management, and treatment compliance.

**PSYC 359 | HEALTH PSYCHOLOGY OF WOMEN AND ETHNIC GROUPS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

Prerequisites: PSYC 101

Recent advances in health care have discovered the necessity for specific treatment, instruction, research, and preventive measures focusing on women and ethnic health. This course is designed to investigate the specific needs of these populations in maintaining and obtaining the best medical care for their physical health. The interplay of biological, psychological, and social factors with health and illness as they specifically apply to these populations is the focus of the course. The role of traditional medical practices, particularly Native American and Asian American health practices is also described.

**PSYC 360 | PSYCHOLOGY OF STRESS****Units: 3 Repeatability: No****Core Attributes: Advanced Integration****Non-Core Attributes: Community Engagement**

Prerequisites: PSYC 101

Health psychology is a science that attempts to find out what makes people sick and the impact one's behavior, biology and environment can have on your well-being and health. One key factor identified to be related to one's quality of life and wellness is stress. Let's face it; we all have been under stress at one point and time. Stress is often unavoidable and can be very damaging. However, very few people are aware of the impact stress has on their well-being and even less know how to do anything about it. This course is designed to provide you with an academic study of stress but most importantly, begin your development of life-long skills needed to enhance well-being.

**PSYC 364 | SPORT PSYCHOLOGY****Units: 3 Repeatability: No**

Prerequisites: PSYC 101

This course examines the psychological factors influencing the experience of sports. Topics include theoretical basis of competition, motivation, group dynamics, aggression, fan behavior, and social facilitation.

**PSYC 372 | HISTORY OF PSYCHOLOGICAL SCIENCE****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

Prerequisites: PSYC 101

This course explores the roots of modern psychological thought and methodology. It traces these roots from their origins in philosophy and the natural sciences through early developments in the field of psychology and on into its current form as a hub science. Taking a contextual approach to the history of psychology, the course explores how cultural and political forces shaped the science. Special attention is given to the recurring controversial issues that have fueled debate and motivated research on the nature and origins of human behavior and mental processes. Important goals of the course are to introduce students to sources of historical material in psychology and to involve students in research projects using those materials.

**PSYC 374 | PSYCHOLOGY AND THE LAW****Units: 3-4**

Prerequisites: PSYC 101

Research dealing with psychological factors in the legal system will be surveyed. Particular emphasis will be placed on applying psychological theory and methods to the criminal justice system in an attempt to understand the behavior of its participants.

**PSYC 377 | THEORIES OF PERSONALITY****Units: 3-4**

Prerequisites: PSYC 101

This course surveys the major theoretical schools of thought in the study of personality. Psychoanalytic, psychoanalytic-social, behavioral, cognitive, trait, social learning, and biological theories are examined.

**PSYC 378 | EXPLORATIONS IN HUMAN SEXUALITY****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Domestic Diversity level 2**

Sexuality is a fundamental part of everyone's life. During the past decade, discussions about sexual identity, sexual orientation, sexual behavior and gender issues have become increasingly common in society and education. Sexuality is an important issue of diversity and has been the basis of discrimination, a legacy of isolation, history of violence and exclusionary practices. This course provides an examination of the major variables affecting human sexuality including the physiological, psychological, and sociocultural variables associated with the development and manifestation of sexual identity, sexual behavior, and sexual disorders. The course will also examine the historical and societal factors that have led to inequities for those who do not represent the power hierarchy of being male and heterosexual.

**PSYC 414 | SOCIAL-EMOTIONAL DEVELOPMENT****Units: 3 Repeatability: No**

Prerequisites: PSYC 314 or PSYC 316 or PSYC 318

This course focuses on the primary social relationships and experiences that humans have as they develop, including normative features of key social interactions and relationships, variability among individuals, and potential problems within these exchanges. It also addresses the impact of these social-emotional experiences on personality and socio-cognitive development as well as on concurrent or subsequent social relationships.

**PSYC 466 | METHODS OF EVIDENCE-BASED PSYCHOTHERAPY****Units: 3**

Prerequisites: PSYC 101

This course will familiarize student with both the theory underlying various evidence-based psychosocial interventions as well as the practical techniques used in those interventions. Psychotherapy methods pertaining to children and adults and to a variety of clinical disorders will be reviewed, demonstrated, and role played. Application to a variety of presenting problems and client types will be discussed.

**PSYC 470 | ADVANCED RESEARCH METHODS ANIMAL BEHAVIOR CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260 and PSYC 344 (Can be taken Concurrently)

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in animal behavior.

The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an observational study, and collecting and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation.

**PSYC 471 | ADVANCED RESEARCH METHODS CLINICAL PSYCHOLOGY CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260 (Can be taken Concurrently) and (PSYC 354 (Can be taken Concurrently) or PSYC 355 (Can be taken Concurrently))

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in clinical psychology.

The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation.

**PSYC 472 | ADVANCED RESEARCH METHODS COGNITIVE PSYCHOLOGY CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260 and PSYC 336

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in cognitive psychology.

The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation.

**PSYC 473 | ADVANCED RESEARCH METHODS DEVELOPMENTAL PSYCHOLOGY CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2FYW) and PSYC 230 and PSYC 260 and (PSYC 314 or PSYC 316 or PSYC 318)

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in developmental psychology.

The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation.

**PSYC 474 | ADVANCED RESEARCH METHODS HEALTH PSYCHOLOGY CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260 and (PSYC 357 or PSYC 359)

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in health psychology.

The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation.

**PSYC 475 | ADVANCED RESEARCH METHODS CONDITIONING AND LEARNING CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 101 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260 and PSYC 332 (Can be taken Concurrently)

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in learning. The course will involve the discussion and application of research methods and statistics concepts through course content, a series of experimental modules in learning, and the completion of a research proposal (extensive reading in the empirical literature, designing an experimental study, and predicting results); writing and revising a scientific, APA style research paper; and orally communicating the proposal in a presentation. Students enrolled in NEUR 475 and PSYC 475 will work together on reading, discussion, and laboratory activities. PSYC 475 WILL complete the major APA-style research project and oral presentation, and students will earn the core attributes of advanced writing or oral presentation. Students may not receive credit for taking both PSYC 475 and NEUR 475.

**PSYC 476 | ADVANCED RESEARCH METHODS SOCIAL PSYCHOLOGY CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260 and PSYC 322

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in social psychology. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation.

**PSYC 479 | ADVANCED RESEARCH METHODS CAPSTONE****Units: 4 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

Prerequisites: (FYW 150 or ENGL 121 or CORE 2CFYW) and PSYC 101 and PSYC 230 and PSYC 260

In the capstone course, senior psychology majors integrate what they have learned in their previous classes while deepening their knowledge in a particular domain within psychological sciences. In this class, students will study the empirical literature and the methodology used to investigate issues in a particular area of psychology, with rotating topics. The course will involve the discussion and application of research methods and statistics concepts through course content and the completion of a research project (extensive reading in the empirical literature, designing an experimental study, and collecting and analyzing data); writing and revising a scientific, APA style research paper; and orally communicating the project in a presentation. Additional prerequisites may apply depending on the course topic.

**PSYC 490 | PRE-HEALTH INTERNSHIP****Units: 1 Repeatability: No****Non-Core Attributes: Experiential**

Prerequisites: PSYC 101

This is a 1-unit pass-fail only course involving fieldwork under the joint supervision of your instructor and the trauma surgery medical staff at Scripps Hospital (currently under the direction of Dr. Michael Sise). For eligibility, students must be participants in the USD Pre-Health Program under the direction of Cassandra Gomez.

**PSYC 491 | TEACHING ASSISTANT EXPERIENCE****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Students will gain experience in serving as a teaching assistant for a PSYC or NEUR course, helping students enrolled in a course by holding office hours and exam review sessions. 1 unit. P/F only. Repeatable. By invitation. Requires consent of the instructor.

**PSYC 492 | MAJOR FIELD TEST IN PSYCHOLOGY****Units: 0**

As part of the department's assessment program, each graduating senior is required to take a major field test in psychology and senior exit survey. A student who fails to do so may be restricted from graduating.

**PSYC 494 | SPECIAL TOPICS IN PSYCHOLOGY****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: PSYC 342

The purpose of this course is to provide the advanced undergraduate student with an opportunity to explore a variety of contemporary topics in psychology. These will be in-depth investigations on subjects of special interest to the instructor. Course may be repeated with different topics.

**PSYC 496 | RESEARCH EXPERIENCE****Units: 1-2 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Experience in serving as a researcher in a project conducted by a faculty member. By invitation. P/F only. Requires the consent of the instructor.

**PSYC 498 | INTERNSHIP IN PSYCHOLOGY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Prerequisites: PSYC 101

This is a pass-fail only course involving fieldwork under the joint supervision of your instructor and agency personnel. Junior standing is required unless the instructor grants approval. Students cannot be on academic probation and must obtain instructor consent to enroll. Course content will include volunteering or working at an approved placement or community agency, individual and/or small group supervision meetings, internship reflection paper, agency performance evaluations, and participation in an internship fair.

**PSYC 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: PSYC 101

Library, laboratory, or field research of the student's own design conducted under faculty supervision. A written application and final report are required. Requires the consent of the instructor.

## Real Estate (REAL)

**REAL 294 | SPECIAL TOPICS IN REAL ESTATE****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in real estate. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**REAL 320 | PRINCIPLES OF REAL ESTATE****Units: 3 Repeatability: No**

The study of the principles and practices surrounding real estate assets within the U.S. financial markets. Includes an investigation of urban economic forces on financing, investment, and valuation decisions, and legal effects on market efficiency. The ethical implications of real estate principles and practices will be emphasized. This course fulfills one of the requirements for both the Sales Agent and the Broker's License issued by the California Department of Real Estate. Note: Students are eligible for this course after successfully completing 45 units and the course prerequisites.



**REAL 324 | REAL ESTATE MARKET ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course deals with the role, importance and the process of market analysis in real estate. The course is divided into two sections. The first section utilizes market analysis as a tool for decision makers to examine the economic environment of their potential real estate investment, the current market trends and future outlook for real estate. The second section examines how the feasibility of a real estate project is determined across different property types. The course uses the highest and best use analysis to determine any project's feasibility. All aspects of feasibility are discussed in detail including physical, legal and financial. The course focuses on using research methodologies to define the scope of analysis; identify data needs; collect information from various sources, including on-line resources; and interpret the results. Applications to different property types are discussed.

**REAL 325 | FINANCING RESIDENTIAL REAL ESTATE****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and FINA 300 and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

An overview course that explains with real-world examples how America's residential real estate finance markets operate and interact with one another. Provides an understanding of how technology is rapidly changing borrowers' ability to "shop" for mortgages and how lenders offer their products and services. Covers the entire array of mortgages available to consumers, where loans can be obtained, and what happens to loans after they are made. Places U.S. mortgage markets into a global context. The ethical dimensions of financing real estate will be brought to the forefront of classroom discussion.

**REAL 326 | COMMERCIAL RE FIN & INVESTMENT****Units: 3 Repeatability: No**

Prerequisites: FINA 300 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

An introduction to the core concepts, principles, analytical methods, and tools useful for making investment and financing decisions regarding commercial real estate. This course reviews the fundamental financial concepts that are critical to real estate decision making; compares and contrasts different types of commercial real estate; discusses the techniques that are commonly used to determine the value of a commercial property; and introduces the various ways to finance real estate development and/or purchases. It also describes the roles of traditional sources of commercial real estate capital, as well as the proliferation of newer financial products.

**REAL 327 | LEGAL ASPECTS OF REAL ESTATE****Units: 3 Repeatability: No**

The study of the historical, foundational, and fundamental legal principles involving both commercial and residential real estate. An exploration of issues, case studies, and current events in the area of real estate law and ethics in the real estate marketplace. Special emphasis is given to transactions, investments, and the development of real estate, as such relates to contracts, land use requirements, environmental concerns, and risk management matters. This course fulfills one of the requirements for the California Department of Real Estate Broker examination.

**REAL 328 | COMMERCIAL REAL ESTATE VALUATION****Units: 3 Repeatability: No**

Prerequisites: (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and FINA 300 and REAL 320 and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An overview of real estate valuation techniques. The fundamentals of income capitalization, sales comparison and cost approaches to appraisal theory are discussed using practical examples. Through the use of commercial real estate software valuation tools (ARGUS Financial Analysis®), participants will gain the understanding of appraisal procedures used to analyze data and derive value estimates for every category of income-producing property. The importance of ethical judgment and industry standards will be emphasized along with the reconciliation process and preparation of the final appraisal report.

**REAL 329 | REAL ESTATE DEVELOPMENT****Units: 3 Repeatability: No**

Prerequisites: (ECON 216 with a minimum grade of C- or ECON 217 with a minimum grade of C-) and FINA 300 and (REAL 320 or REAL 325 or REAL 326 or REAL 327) and (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-) and ACCT 201 with a minimum grade of C- and ECON 101 with a minimum grade of C-

This course presents an overview of the real estate development process. Emphasis will be placed on how to evaluate and quantify risk, and how to assess it in light of the development opportunity. The course will help students develop the skills necessary for successful involvement in development at the entry, corporate and entrepreneurial level. Specific topics include land acquisition, due diligence, market analysis, the entitlement process, building design, construction, financing, leasing, management, and disposition. Cases will be used to reinforce and explain the various and often politically sensitive aspects of the real estate development process.

**REAL 494 | SPECIAL TOPICS IN REAL ESTATE****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

An in-depth analysis of selected topics in real estate. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**REAL 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of real estate under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor's and department chair's approvals.

**REAL 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: (MATH 130 with a minimum grade of C- or MATH 150 with a minimum grade of C- or MATH 151 with a minimum grade of C-)

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.

# Sociology (SOCI)

## SOCI 101 | INTRODUCTION TO SOCIOLOGY

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Social/Behavioral Inquiry area, Domestic Diversity level 1**

This course is required for the Sociology major and introduces students to basic concepts of sociology: groups, race and ethnicity, class, gender, nation, citizenship, status, role, society, behavior patterns, and social institutions. The approach is broadly comparative, historical, and global in orientation and focus, with an emphasis on the U.S. Particular attention is paid to issues of power, inequality, war, peace, social change, and social justice. Offered every semester.

## SOCI 201 | QUANTITATIVE METHODS

**Units: 3**

**Core Attributes: Quantitative reasoning comp**

This course is required for completion of the Sociology major and provides an introduction to the use of quantitative methods with an emphasis on descriptive statistics. Students learn concepts including quantitative research design, sampling methods, components of survey research, measurement and analysis of variables, and standards of ethical practice. Statistical procedures include central tendency and variability measures, the normal curve, probability, correlation, and regression. Students will also develop basic fluency in SPSS, a statistical software package, to analyze empirical data.

## SOCI 202 | QUALITATIVE METHODS

**Units: 3**

**Core Attributes: Social/Behavioral Inquiry area**

This course is required for completion of the Sociology major and provides an introduction to the use of qualitative methods such as ethnographic research, field research, individual and focus group interviewing, historical comparative research, and qualitative survey research. Students learn concepts of research design including conceptualization, operationalization, sampling methods, and data analysis. These tools are integral to the execution of qualitative sociological research.

## SOCI 210 | SOCIAL JUSTICE

**Units: 3 Repeatability: No**

**Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 1**

This is a social problems course that critically examines issues of power, difference and inequality, utilizing comparative, historical, global and other critical perspectives. In an age of widening social polarization, the intersections of power, structure and agency are at the heart of sociological inquiry. Topics covered include stratification, social change, and struggles for peace and justice as they relate to issues of class, race, gender, sexuality and citizenship. The course will consider these issues in local, regional and global contexts, with an orientation towards social justice. This course is open to both majors and non-majors for fulfillment of the Core Curriculum requirements.

## SOCI 240 | CRIME AND INEQUALITY

**Units: 3 Repeatability: No**

**Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 1**

**Non-Core Attributes: Undergraduate Research**

This introductory level course critically examines contemporary social issues in Crime, Justice, Law and Society. It will analyze the historic and contemporary responses of the law-enforcement community to various types of criminal and deviant behavior. The actions of formal agents of social control will be investigated both empirically and theoretically. Topics of the course include: theories of punishment, the criminal justice system, and the enduring tensions between social control and individual freedoms. This course is open to both majors and non-majors for fulfillment of the core curriculum requirements. For sociology majors, it also serves as an introductory pathway to the Crime, Justice, law and Society concentration.

## SOCI 270 | LAW AND SOCIAL JUSTICE

**Units: 3**

**Core Attributes: Social/Behavioral Inquiry area**

This course provides a dynamic broad introduction to the study of law as a social institution, in the context of larger questions of inequality and social justice.

## SOCI 294 | SPECIAL TOPICS IN CONTEMPORARY SOCIOLOGY

**Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An overview and analysis of selected contemporary topics in sociology, this course discusses specific content to be determined by particular interest of instructor and students. May be repeated for credit with different course content. (Offered on demand).

## SOCI 301 | SOCIOLOGICAL THEORIES

**Units: 3**

This course is required for completion of the Sociology major and provides an examination of classical and contemporary sociological theories as part of the development of the structures of knowledge, drawing on a wide range of theorists and perspectives, including micro and macro perspectives, consensus and conflict theories, structural functionalist modernization theory, world-systems analysis, critical race and feminist theory, and related questions of structure, agency, and social change. Emphasis is on critical engagement with theorists and perspectives, and their respective strengths and weaknesses.

## SOCI 303 | RACE AND ETHNIC RELATIONS

**Units: 3 Repeatability: No**

**Core Attributes: Social/Behavioral Inquiry area, Domestic Diversity level 2**

An introduction to theory and research relative to minority group relations in the United States, with particular emphasis upon patterns, problems, and consequences of social interaction and cultural diversity among different racial, national, religious, and socioeconomic groups.

## SOCI 310 | U.S. SOCIETY

**Units: 3**

**Core Attributes: Advanced writing competency, First Yr Integration (LC Only)**

An introduction to U.S. society within historical and social perspectives. Transitions and transformations in U.S. culture and values are considered in a social context. Topics explored include industrialization, capitalism, social stratification, and the interplay of freedom, democracy, individualism, and volunteerism with the U.S.'s social structure, political institutions, and cultural framework.

## SOCI 311 | SOCIOLOGY OF FAMILIES

**Units: 3**

Analysis of the family as a social institution and as a social group, with emphasis on the impact of industrialization on traditional family functions, courtship, role expectations, child rearing, and family stability. The course will examine changes in work patterns, marriage, divorce, and cohabitation over time. Race, ethnicity, and gender differences will also be addressed.

## SOCI 312 | GENDERED LIVES

**Units: 3 Repeatability: No**

This course explores how gender organizes our society. It focuses on how specific institutions affect individual agency; for example, how do the media, corporate industries, and professional organizations differently influence the social construction of femininity and masculinity? What processes of social activism and resistance do individuals engage to challenge such pressures? Analyses also focus on how conceptions of biological determinism affect behavior. Finally, the intersections of race, class, and sexual diversity among men and women are investigated as they relate to social phenomena such as production, reproduction, identity, and social change.

**SOCI 313 | SEXUALITIES****Units: 3-4 Repeatability: No****Core Attributes: Domestic Diversity level 2**

An analysis of the phenomenon of human sexuality from a sociological perspective. An understanding of the diversity of sexuality, development of sex roles, sexual orientation, historical and cross-cultural views of sexuality, and trends in sexual behavior and attitudes. Topics will include such issues as sexual identity, socialization, social change, and social movements.

**SOCI 314 | SOCIOLOGY OF EDUCATION****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

An introduction to education as a social process and a social institution. Topics include: the social functions of education; the school as a formal organization and social system; social factors affecting the educational process; and an examination of change and innovation in education.

**SOCI 315 | HEALTH AND SOCIETY****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Non-Core Attributes: Writing-Pre F17 CORE**

This course will provide students with an understanding of how social signifiers, such as race, gender, ethnicity, socioeconomic status, and age contribute to disparities in health across different places. Through case studies, students will be encouraged to examine the changing sociologies of health and illness in both a global and local context. Topics will include health care systems, HIV/AIDS, cancer, women's health, obesity, disability, mental health, and alcohol and tobacco. Throughout the course, special attention will be given to the role of medicalization in the transformation of certain human conditions into categories of health and illness.

**SOCI 340 | URBAN SOCIOLOGY****Units: 3**

The goal of this course is to expose students to the array of topics that occupy the attention of contemporary urban scholars: political, economic, and cultural issues related to urban transformation, urban inequalities, urban design, urban consumption, urban sustainability, and urban security.

**SOCI 341 | CRIMINOLOGY****Units: 3**

An examination of crime and society, with special emphasis on theories of criminality, types and trends in crime, and current controversies in criminology.

**SOCI 342 | JUVENILE JUSTICE****Units: 3 Repeatability: No**

This course provides an empirical description and sociohistorical analysis of the complex social problem of juvenile delinquency. Toward this goal, the course examines the historical circumstances and legal heritage out of which the social construction of juvenile delinquency has emerged. The emphasis of the course is on the process through which juvenile behavior becomes juvenile delinquency and the process through which juveniles become juvenile delinquents. This course also explores theoretical explanations for deviance and law-violating behavior committed by juveniles.

**SOCI 343 | CORRECTIONS****Units: 3 Repeatability: No**

This course is a critical evaluation of America's historic and contemporary use of the correctional system as the primary response to crime and many social problems. This seminar is more about ideology than structure, of paramount interest are the social, political and economic contexts of prisons and the "tough on crime" movement that have produced the largest prison system in the world.

**SOCI 344 | SOCIAL DEVIANCE****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

An analysis of conceptions of deviant behavior, the nature and prevalence of such behavior, and the theories developed to explain deviance. Emphasis is upon the relationship of such behavior to social structure and social processes.

**SOCI 345 | THEORIES OF CRIME****Units: 3**

This course uses the theoretical and methodological tools of criminology to examine the origins of deviant and criminal behavior. We will explore the major theoretical perspectives on criminality that have shaped the discipline over time and apply these theories to historical and contemporary case studies of actual criminal behavior. In combination, these theoretical paradigms and case studies should provide insight into a very complicated question - why do people do crime?.

**SOCI 346 | RIGHTS, JUSTICE, LAW AND SOCIAL CHANGE****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

The study of rights, justice, and law as social institutions. After being introduced to the sociolegal foundations of U.S. society and the scope of contemporary law, students will be expected to closely and critically examine the role law plays in the establishment and taking away of individual rights and liberties. Students will also be expected to develop an understanding of justice, how the meaning of justice has changed over the course of U.S. history, and the social forces that have played a role in molding new interpretations of justice. This course places special emphasis on the law's role in both producing and remedying social inequality. Particular attention is given to the subjects of race, gender, class, civil rights, and privacy rights.

**SOCI 371 | INEQUALITY AND SOCIAL CHANGE****Units: 3**

An analysis of the structures and dynamics of social inequality, focusing upon competing theoretical explanations and empirical investigations of different arrangements by which wealth, power, and prestige are distributed in human societies.

**SOCI 372 | POLITICS AND SOCIETY****Units: 3-4**

An introduction to the sociological analysis of the theory and practice of power in contemporary societies. Emphasis will be placed upon such topics as the nature of political power, social and cultural foundations of political institutions, sources and patterns of political involvement, and the social consequences of various types of power structures.

**SOCI 373 | SOCIAL INSTITUTIONS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

A comparative analysis of the basic structuring of human societies, utilizing the perspective of social systems theory. Topics for discussion will include such fundamental institutionalized processes as social allocation and social power, as well as the development of total societies from simple to complex forms of organization.

**SOCI 374 | SOCIAL MOVEMENTS****Units: 3**

An examination of the short-lived, and often extraordinary, non institutionalized behavioral phenomena of crowds, mobs, riots, panics, and crazes that seem periodically to disturb the orderly flow of human societal life. Also examined will be the processes by which these "social aberrations" may become institutionalized as social movements or as part of a new and emerging sociocultural order.

**SOCI 375 | EDUCATION, CITIZENSHIP AND POLITICS IN SOUTH AFRICA****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Global Diversity level 2****Non-Core Attributes: Community Engagement**

This is a study abroad course in South Africa examining the historical, political and educational challenges faced by the post-Apartheid democracy. Students have opportunities to engage with South African communities, specifically the village of Makuleke. Cross-listed as POLS 343.

**SOCI 410 | SOCIAL CHANGE: GLOBAL PERSPECTIVES****Units: 3**

Using sociological perspectives on the roles of cultural beliefs and social practices in shaping people's lives, this course offers an overview of the organizing principles of society that resulted in the transition of pre-industrial societies to modern industrial states. The goals of the course are to make students aware of the power that social and cultural structures hold over them, of the fact that different societies will necessarily hold disparate views on how societies should be organized, and of the means to assess social/cultural differences in a nonjudgmental way. Topics covered include the technological bases of social organization, sex and gender stratification, demography, nationalism, religion, and civil society.

**SOCI 411 | WORK AND LABOR****Units: 3****Core Attributes: Advanced writing competency**

Examination of work, the labor force, and labor markets are integral to sociological theory and research. This course examines how labor and work impact and structure daily life, social structures, and the political economy. In addition, this course examines the relationship between politics and policy and the labor force in the United States.

**SOCI 412 | COMMUNITY, CONSENSUS, AND COMMITMENT****Units: 3****Core Attributes: Oral communication competency**

This interdisciplinary course will be useful for students who seek to understand contemporary social issues in a purposeful and strategic manner. The course utilizes theory and practice in order for students to learn the various dimensions of what constitutes community, and how to apply the tools of community organizing, consensus-building, and sustaining commitment in addressing social issues.

**SOCI 440 | RACE AND THE CRIMINAL JUSTICE SYSTEM****Units: 3**

An examination and analysis of the various structures of inequality as they relate to processes of social control. Emphasis on strategies and techniques utilized to label and combat deviant and criminal behavior. Attention will be focused on the organization and operation of the U.S. criminal justice system.

**SOCI 441 | DRUGS & U.S. SOCIETY****Units: 3 Repeatability: No**

This course utilizes the lenses of criminology and sociology in a cross-national, critical evaluation of America's historic and contemporary drug policies. This course systematically examines the pharmacological effects of legal and illegal drugs, the role of moral panics and moral entrepreneurs in shaping the 'war on drugs' and the impacts of criminalization on the community and criminal justice system.

**SOCI 470 | SEXUALITY AND BORDERS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2**

This course critically examines sexuality as a set of social and political statuses ascribed to individuals. The course interrogates the ways that laws seek to govern rights and privileges of the citizenry according to these statuses of sexuality, in addition to the ways norms and informal policies prohibit and prescribe individuals' self-expression. The course focuses on issues of crossing borders, both symbolic boundaries, such as norms of families and reproduction within the U.S., as well as passage across national borders for purposes such as marriage immigration, sex tourism, and human trafficking for the sex trade.

**SOCI 471 | ENVIRONMENTAL INEQUALITY AND JUSTICE****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Global Diversity level 2**

Using a sociological perspective, this course explores how social power dynamics along racial, economic, and cultural lines are pertinent to understanding people's disproportionate access to clean, safe, and productive environments, on the one hand, and their unequal exposure to environmental harms, on the other. Through the critical examination of contemporary case studies, students in this course will gain a greater appreciation of the social causes and consequences of environmental racism and inequality, as well as the efforts that are being taken by social groups engaged in political struggles for environmental justice.

**SOCI 472 | CRIMINALIZING IMMIGRATION****Units: 3**

This course provides an overview of sociological research in the field of international migration and focuses on topics including: migration flows into gateway cities such as San Diego, New York, Los Angeles, and Miami; transnationalism; immigration law and policy; immigrant families, activism, citizenship, and work.

**SOCI 473 | SUSTAINABILITY: SOCIOLOGICAL PERSPECTIVES****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

This course examines the powerful—but highly contested—concept of sustainability. This task is complicated by the fact that “sustainability” has come to mean so many things to so many different entities, and has generated such a diverse body of academic literature, that it's difficult to make sense of the term. This course will navigate this complex landscape by critically examining multiple definitions and framings of sustainability, and applying these framings to specific case studies on climate change, energy, water, food, transportation, and waste, to name a few. This course will also explore how understanding sustainability and creating a more sustainable world requires integrating multiple disciplinary perspectives. While a sociological perspective is essential to these tasks, so too are perspectives from the natural sciences, philosophy, history, and the arts, among others.

**SOCI 493 | FIELD EXPERIENCE IN SOCIOLOGY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Practical experience in a field setting under professional and faculty supervision. Each student will complete 40 to 120 hours of training and service (40 hours per unit of credit) in an assigned field setting. Students may be required to attend an orientation program prior to their placement. Regularly scheduled meetings with the faculty supervisor are required from each student. May be taken for one to three units per semester. Field experience courses may not be applied toward fulfillment of requirements for the Sociology Major. Consent of faculty supervisor is required prior to registration. Pass/fail option only.

**SOCI 494 | SPECIAL TOPICS IN CONTEMPORARY SOCIOLOGY****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An in-depth analysis of selected contemporary topics in sociology, with specific content to be determined by particular interest of professor. May be repeated for credit with different course content.



**SOCI 495 | CAPSTONE EXPERIENCE IN SOCIOLOGY****Units: 3 Repeatability: No****Core Attributes: Advanced Integration**

A capstone is an immersive practicum that is designed to allow graduating sociology majors and minors to integrate their previous coursework in sociology, as well as other substantive fields, into a culminating piece of scholarship or applied work. We will meet as a seminar in addition to carrying out independent work. Our work will bring all your preparation in the major or minor to bear on your final core project, while also encouraging you to develop your intellectual identity through a process of critical reflection on your academic career and professional development as you start to chart your future path.

**SOCI 498 | INTERNSHIP IN SOCIOLOGY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

A practicum course involving a minimum of 120 hours per semester with various community, social service, and criminal justice agencies throughout San Diego County. Students may be required to attend an orientation program prior to their placement. Fieldwork is under the supervision of agency personnel and the faculty supervisor. Regularly scheduled meetings with the faculty supervisor, a learning journal of experiences, and a research paper are required from each student. A maximum of 6 units of credit from internship courses may be applied toward fulfillment of requirements for the Sociology Major. Junior or senior standing and consent of the faculty supervisor are required prior to registration.

**SOCI 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Individual study and written research working in close collaboration with a faculty advisor. Consent of instructor and of the department chair are required for registration.

## Spanish (SPAN)

**SPAN 101 | FIRST SEMESTER SPANISH****Units: 3**

Prerequisites: Passing the appropriate departmental placement test within the previous year

Introduction to the four basic language skills: listening, speaking, reading, and writing. Throughout the sequence, emphasis is placed on the development of communicative proficiency—with a focus on oral practice—and on heightening students' awareness of cultural contexts.

**SPAN 102 | SECOND SEMESTER SPANISH****Units: 3 Repeatability: No**

Prerequisites: SPAN 101 or Passing the appropriate departmental placement test within the previous year

This class introduces new structures and continues to develop the four basic language skills—listening, speaking, reading, and writing—with an emphasis on communicative proficiency and cultural awareness.

**SPAN 103 | FIRST YEAR SPANISH****Units: 4 Repeatability: No**

An accelerated course in which SPAN 101 and SPAN 102 are combined into one semester. This course is designed for a specific profile of student who has already taken Spanish 101 or the equivalent and needs to review the structures and vocabulary presented in that course in addition to completing Spanish 102 as outlined above.

**SPAN 140 | TOPICS IN LITERATURE AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area**

Study at the lower-division level of a topic in literature, film, and culture in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

**SPAN 141 | TOPICS IN LITERATURE, FILM AND CULTURE- DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area, Domestic Diversity level 1**

Study at the lower-division level of a topic in literature, film and/or culture with a Domestic Focus in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

**SPAN 142 | TOPICS IN LITERATURE, FILM AND CULTURE-GLOBAL FOCUS****Units: 3 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Literary Inquiry area, Global Diversity level 1**

Study at the lower-division level of a topic in literature, film and/or culture with a Global Focus in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

**SPAN 194 | SPECIAL TOPICS IN LITERATURE, FILM AND CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a topic in literature, film and/or culture in translation from Spanish. This course is taught in English and will not satisfy the Language Core requirement.

**SPAN 201 | THIRD SEMESTER SPANISH****Units: 3****Core Attributes: Second language competency**

Completes the introduction of the basic structures of the language, with continuing emphasis on communicative proficiency. At this level students are encouraged to participate in community service-learning and/or cultural activities within the Spanish speaking community.

**SPAN 202 | FOURTH SEMESTER SPANISH****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

A review of the structures of the language, as well as practice in composition and conversation, in preparation for upper-division work. First of two-semester sequence with SPAN 301. Students may not receive credit for both SPAN 202 and 212. Every semester.

**SPAN 212 | SPANISH FOR HERITAGE SPEAKERS****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Intensive Spanish for Heritage speakers who have had little or no formal training in the language. Students will develop writing and oral skills, while increasing their understanding of Hispanic cultures. First of two-semester sequence with SPAN 311. Students may not receive credit for both SPAN 202 and 212.

**SPAN 294 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Study at the lower-division level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. May be taken for credit each time topic changes. Consult with instructor or the department chair.

**SPAN 300 | CONVERSATION****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

A course designed for students who wish to enhance their command of spoken Spanish, including building vocabulary and expanding the use of more advanced grammatical structures. This course does not accept students who already have high intermediate or advanced oral proficiency in the language. A brief interview with the instructor is required for admission.

**SPAN 301 | WRITING AND COMPOSITION IN SPANISH****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

Students will develop writing competency in Spanish through a study of representative styles, genres, and forms, as well as review select grammatical structures. Second of two-course sequence with SPAN 202. Students may not receive credit for taking both SPAN 301 and SPAN 311. Every semester.

**SPAN 302 | CULTURAL HISTORY OF SPAIN****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 1**

An introduction to the cultural history of Spain from pre-Roman times to the present through a wide variety of historical, visual, and literary texts, among other materials. Every semester.

**SPAN 303 | INTRODUCTION TO CULTURAL ANALYSIS****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

An introduction to critical categories and vocabulary of cultural analysis, focusing on works from the Spanish-speaking world. Topics covered may include literature, the visual arts, cartography, language, music, and history, among others. Every semester.

**SPAN 304 | CULTURAL HISTORY OF LATIN AMERICA****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 1**

An introduction to Latin American civilizations and cultures from Pre-Columbian times to the present. The course is designed to introduce the cultural history of Latin America through a wide variety of readings and materials. Every semester.

**SPAN 305 | SPANISH FOR THE PROFESSIONS AND SOCIAL CHANGE****Units: 3 Repeatability: No**

Inquiry-based course in which students study the contexts and languages of different professions based on their own projected career paths and in relation to multiple approaches to social change, which students learn to examine through a critical lens.

**SPAN 306 | PHONETICS AND PRONUNCIATION****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Oral communication competency**

Introduction to how Spanish sounds are produced and how they vary in different situations. Contrasts between the Spanish and English sound system will be studied in order to help students improve their pronunciation.

**SPAN 307 | INTRODUCTION TO HISPANIC LINGUISTICS****Units: 3 Repeatability: No****Core Attributes: Oral communication competency**

Study of the Spanish language and its structure to allow students to consolidate their competence and familiarize themselves with important aspects of the language.

**SPAN 311 | WRITING AND COMPOSITION FOR HERITAGE SPEAKERS****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency**

This course is equivalent to 301 for Heritage speakers, who have had some formal training in the language. Students will develop competency in Spanish through a study of representative styles, genres, and forms, as well as select grammatical structures. Second of two semester sequence with SPAN 212. Students may not receive credit for taking both SPAN 301 and SPAN 311.

**SPAN 312 | CREATIVE WRITING WORKSHOP****Units: 3 Repeatability: No**

A course designed for students who wish to explore different modes of writing creatively in Spanish by experimenting with a variety of narrative and lyric forms of expression, including screenwriting and drama, among others.

**SPAN 315 | L2 TEACHING METHODOLOGIES AND APPLIED LINGUISTICS****Units: 3 Repeatability: No**

An introduction to the history of second language teaching methods, applied linguistics, and the fundamentals of second language teaching. Initial training in the skills needed to be a second language teacher.

**SPAN 320 | SURVEY OF SPANISH LITERATURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A survey of Spanish literature from its origins in the Middle Ages to the present, including representative works and authors from major periods. Prerequisites: SPAN 301 or SPAN 311 and SPAN 302 and SPAN 303.

**SPAN 322 | CULTURAL HISTORY OF SPAIN-MADRID CENTER****Units: 3 Repeatability: No**

An introduction to the cultural history of Spain from pre-Roman times to the present through a wide variety of historical, visual, and literary texts, among other materials. Offered in fall at the Madrid Center. Students may not receive credit for taking both SPAN 302 and SPAN 322.

**SPAN 360 | SURVEY OF LATIN AMERICAN LITERATURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A survey of representative works and authors of Latin American literature from pre-Columbian times to the present. Includes readings in prose, poetry, and drama.

**SPAN 394 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Study at the third-year level of a special topic in language, literature, or culture. When offered, selected subjects will be announced on the MySanDiego portal. If taught in English, this course will not fulfill the Core Curriculum language requirement. May be taken for credit each time topic changes. Consult with instructor or the department chair.

**SPAN 410 | LATINX LITERATURES AND CULTURES****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area, Domestic Diversity level 2**

A study of the literary traditions and cultural production of Spanish-speaking communities in the United States. May focus on a specific topic, time period, genre, or group.

**SPAN 422 | STUDIES IN MEDIEVAL SPANISH LITERATURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Readings from the prose and poetry of the Middle Ages in Spain, from the 10th century to the 15th century.

**SPAN 423 | STUDIES IN SPANISH LITERATURE OF THE GOLDEN AGE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A study of the masterpieces and authors of Spain's Golden Age (1500-1700). Readings may include poetry, theater, and the novel.

**SPAN 424 | DON QUIJOTE DE LA MANCHA****Units: 3 Repeatability: No**

Considered Spain's greatest contribution to world literature, Cervantes' "Don Quijote" is read and analyzed. Includes reading and discussion of appropriate critical commentary.

**SPAN 426 | STUDIES IN 18TH AND 19TH CENTURY PENINSULAR LITERATURE AND CULTURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Organized thematically, this course offers intensive readings and discussion of selected literary works and cultural texts from Spain. May cover texts from the Enlightenment through the Generation of 1898.

**SPAN 427 | STUDIES IN 20TH AND 21ST CENTURY PENINSULAR LITERATURE AND CULTURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

Organized thematically, this course offers intensive readings and discussion of selected literary works and cultural texts from Spain. May cover texts from the Generation of 1898, the Civil War, the Franco dictatorship, the transition to democracy, or the contemporary period.

**SPAN 430 | STUDIES IN HISPANIC FILM****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A study of major Latin American and/or Spanish films in relation to their cultural, historical, and social contexts. Depending on content, this course may count for either the Peninsular or Latin American requirement. Consult with instructor or section director.

**SPAN 434 | THE "NEW" WORLD****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A transatlantic study of the historical, cultural, and literary influences involved in the representations of the "New" World during the Colonial Era.

**SPAN 440 | TOPICS IN LITERATURE, FILM AND CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area**

Study of special topics in Spanish and/or Latin American literatures, films and cultures that meets the Literary Inquiry core requirement. When offered, selected subjects will be announced on the MySanDiego portal.

**SPAN 441 | TOPICS IN LITERATURE, FILM AND CULTURE- DOMESTIC FOCUS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Domestic Diversity level 2**

Study of special topics in Spanish and/or Latin American literatures, films and cultures that meets the Literary Inquiry and the level 2 Diversity, Inclusion and Social Justice-Domestic Focus core requirement. When offered, selected subjects will be announced on the MySanDiego portal.

**SPAN 442 | TOPICS IN LITERATURE, FILM AND CULTURE-GLOBAL FOCUS****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Literary Inquiry area, Global Diversity level 2**

Study of special topics in Spanish and/or Latin American literatures, films and cultures that meets the Diversity, Inclusion and Social Justice- Global Focus Level 2 core requirement.

**SPAN 448 | LATIN AMERICAN SHORT STORY****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A study of the Latin American short story from the beginning of the genre in the 19th century to the present.

**SPAN 449 | LATIN AMERICAN NOVEL****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A study of the novel in Latin America from the 19th century to the "Boom" and beyond.

**SPAN 451 | LATIN AMERICAN POETRY****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A study of the development of Latin American poetry from pre-Columbian times to the present.

**SPAN 453 | MEXICAN LITERATURE AND CULTURE****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A study of major works of prose, poetry, and drama in Mexico in relation to other significant aspects of Mexican culture.

**SPAN 456 | HUMANS RIGHTS IN LATIN AMERICAN CULTURAL PRODUCTION****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area**

A study of Latin American cultural production in the context of the multiple paradoxes of international human rights discourse. The course focuses on the analysis of literary and filmic texts, but also includes photography, plastic arts, political declarations, truth commission reports, and journalistic essays.

**SPAN 458 | JEWISH LATIN AMERICA****Units: 3 Repeatability: No****Core Attributes: Literary Inquiry area, Global Diversity level 2**

This is a course on Jewish cultural production in the Americas. An interdisciplinary course that examines migration and exile, otherness, memory, and the Holocaust in literature, film, music and the visual arts, in relation to the intersectionality of ethnicity, religion, class, sexuality, gender and nation.

**SPAN 493 | FIELD EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Placement in a community agency where advanced Spanish language skills will be utilized. A maximum of two units may be applied to the major, none to the minor. Anything over two units will count as a general elective.

**SPAN 494 | TOPICS IN LANGUAGE, LITERATURE, OR CULTURE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Study of special topics in Spanish and/or Latin American literatures, languages, or cultures. When offered, selected subjects will be announced on the MySanDiego portal.

**SPAN 495 | SENIOR CAPSTONE PROJECT****Units: 1-3 Repeatability: No**

This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate study. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. The capstone is taken concurrently with one of the last two upper-division courses for the major, to which it is thematically linked. The student must meet with his or her capstone advisor (the professor for the upper-division major course) to determine the parameters for the project and consult with the program director to enroll.

**SPAN 497 | SENIOR CAPSTONE PROJECT WITH ADVANCED INTEGRATION****Units: 1-3 Repeatability: No****Core Attributes: Advanced Integration**

This is an optional culminating experience in which students reflect upon and integrate aspects of their entire undergraduate studies. Through a writing project, an oral presentation, and an exit interview, students demonstrate their achievement of the program learning outcomes. Unlike 495, this project also fulfills the Advanced Integration requirement of the Core Curriculum. Students have two options: 1) a community engagement integration project or 2) a multidisciplinary integration project. Consult with your advisor and the program director. Capstone projects are approved by the program director. Similar to 495, this capstone project is not required but rather an optional course for students.

**SPAN 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. This course is not intended to substitute for regular course offerings. A maximum of three units may be applied to the major, but none to the minor.

## Supply Chain Management (BSCM)

**BSCM 294 | SPECIAL TOPICS IN SUPPLY CHAIN MANAGEMENT****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An overview and analysis of selected topics in supply chain management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**BSCM 300 | GLOBAL PURCHASING AND SUPPLY MANAGEMENT****Units: 3 Repeatability: No**

Emphasis on developing and maintaining successful supplier relationships in recognition of their critical importance to organizations. Systematic coverage of the process: strategic make vs. buy and outsourcing decisions; ethics and social responsibility; development of requirements; source selection; price determination and negotiation; quality management; supplier development; and relationship management. Combination of lectures, case studies and class discussions.

**BSCM 302 | INTRODUCTION TO SUPPLY CHAIN MANAGEMENT****Units: 3**

Emphasis on the tactical and strategic decisions that match supply to demand. Topics covered include forecasting and evaluating customer demand, design and operation of distribution systems, and integration of operations and purchasing activities to deliver customer value. Overview of strategic supply chain design and the integration of internal and external partners. The roles of marketing, finance, engineering, purchasing and operations in the supply chain are examined. Combination of lecture, seminar, and case discussions.

**BSCM 303 | STRATEGIC COST MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: ACCT 202 with a minimum grade of C- and BSCM 300 (Can be taken Concurrently) and ECON 101 with a minimum grade of C-  
This course introduces and provides students an opportunity to apply modern cost management concepts, principles, and techniques in the supply chain management setting. Topics covered include an overview of manufacturing costs and cost-volume-profit analysis, activity-based management and activity-based costing, risk/opportunity costs and contract compensation agreements, and performance measurement. Additional topics include Total Cost of Ownership (TCO) analysis, net present value/return on investment analyses, outsourcing/make or buy analysis, and financial statement analysis as it relates to sourcing decisions.

**BSCM 305 | SUSTAINABLE GLOBAL SUPPLY CHAIN MANAGEMENT****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency****Non-Core Attributes: Undergraduate Research**

The increasing globalization of suppliers and customers has focused concern on issues of sustainable and socially responsible management across global supply chains. In this course, we explore the main risks, opportunities and practices we now see in global supply chain management relating to both conceptual and practical perspectives on sustainable practice. Mastery of subject matter will be developed through academic and applied research, and demonstrated by expository writing leading to production of a publishable quality final paper.

**BSCM 307 | SUPPLY CHAIN ANALYTICS****Units: 3 Repeatability: No**

Advances in information technologies allow companies to collect data in the amount and speed that have never been before. For instance, Wal#Mart captured 20 million transactions per day in 2003 in their database system. A new question then arises: What can we learn from them to help us make better decisions? We will learn some of the techniques to help us address that question in operations management. This course develops advanced ability to use quantitative methods and Excel spreadsheet to build effective models for operational decisions. The course introduces analytical and modeling tools for operations and supply chain management topics including inventory control, supply chain network design, logistic planning, demand planning.

**BSCM 494 | SPECIAL TOPICS IN SUPPLY CHAIN MANAGEMENT****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

An in-depth analysis of selected topics in supply chain management. The course may be repeated if the topic changes. Prerequisites may change depending on the topic.

**BSCM 496 | UNDERGRADUATE RESEARCH****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Students develop and/or assist in research projects in various fields of supply chain management under the supervision of a faculty member. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and to discuss the process of conducting scholarly research. Students may participate in a range of research activities, including but not limited to: survey construction and design, project management, participant solicitation, experimental research, qualitative interviewing, focus group moderation, fieldwork, literature searches, data entry, data analysis, critical analysis, political economy inquiries, and writing of instruments and manuscripts. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of the student and faculty member. A maximum of three units of undergraduate research may be used to satisfy requirements for the major. Requires professor and department chair approvals.

**BSCM 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study including empirical research and written reports. A maximum of 3 units of independent study may be used to satisfy requirements for the major.



## Special Education (EDSP)

### **EDSP 370P | ASSESSMENT IDENTIFICATION TO TRANSITION SPECIAL EDUCATION**

#### **Units: 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 371P | POSITIVE BEHAVIOR AND INSTRUCTION MANAGEMENT IN SPED**

#### **Units: 3**

Knowledge and strategies to provide skills to identify, manage and monitor our own behavior and the behavior of others across learning settings and social situations. A cross section of theories, models, 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 impaired, traumatic brain injury, 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 373P | COLLABORATION WITH FAMILIES AND PROFESSIONALS**

#### **Units: 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 375P | EVIDENCED BASED INCLUSIVE PRACTICES MILD/MODERATE 5-22**

#### **Units: 1-3**

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 need of English Language Learning 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) aligned with CA content standards. 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 389P | HEALTHY ENVIRONMENTS AND INCLUSIVE EDUCATION IN A GLOBAL SOCIETY**

#### **Units: 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 393S | PRACTICUM SEMINAR FOR INDIVIDUAL INDUCTION PLAN IIP****Units: 2**

The purpose of the Practicum Seminar for Individual Induction Plan is support participants in sharing, discussing, analyzing and evaluating their current practice in creating positive classroom environments. Through sharing of personal student teaching experiences, participants will address current educational issues affecting children in our schools. Topics that may be discussed are effective classroom management, instructional methods for all children, parent involvement, professional development, education law, resume writing, interview strategies, and professional collaboration. (Pending Fall 2015 Approval.).

**EDSP 399 | INDEPENDENT STUDY (1-3)****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Coordinator of Special Education, Department Chair, and the Associate Dean prior to registration for the course.

**EDSP 490P | STUDENT TEACHING MILD TO MODERATE DISABILITIES****Units: 9 Repeatability: No**

Corequisites: EDSP 490S

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, 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), and CalTPA. Planning and delivery of instruction concurrently attends to the need of English Language Learning and the diversity of student, parent and community norms. Student teaching is full semester as designated by school district. Candidate follows full day schedule of assigned master teacher. Candidates must attend mandatory seminar classes related to practicum experience and the development of their state required Transitional Individual Induction Plan.

**EDSP 490S | EDUCATION SPECIALIST STUDENT TEACHING AND SEMINAR-MILD MODERATE****Units: 3 Repeatability: No**

Corequisites: EDSP 490P

EDSP 490S is a field-based course with an in person seminar meeting to support the requirements of the Education Specialist student teaching. Other semester meetings will be based on modules to support the Education Specialist teacher candidates' roles as future teachers. While Education Specialist teacher candidates are completing multiple or single subject (e.g., general education) student teaching, a multitude of necessary skills and steps are required for successful completion. In addition to daily field work in a student teaching setting, student teachers must utilize EdThena for formal observations from their university supervisor. They will write their Individual Development Plan (IDP) to bring with them into their future induction program as well as complete an Education Specialist Transition Plan from Pre-school, primary to middle, from middle to high school, and from high school to postsecondary. They will also be introduced to the California Teacher Performance Assessment (CalTPA) as they transition to adding a General Multiple or Single Subject credential authorization while student teaching the following semester. Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA in their student teaching classrooms as a framework as CalTPA for Education Specialist is currently being designed. The purpose of the student teaching seminar is also to allow Education Specialist student teachers to share, discuss, and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections, and sharing of personal student teaching experiences, participants will address current inclusive education educational issues affecting children in our schools with an emphasis on diverse populations. Topics that may be discussed are classroom observation, classroom management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration within inclusive classrooms.

**EDSP 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signature of the faculty independent study supervisor, Coordinator of Special Education, Department Chair, and the Associate Dean prior to registration for the course.

**Theatre (THEA)****THEA 101 | SCRIPT ANALYSIS****Units: 3 Repeatability: No**

This course focuses on the analysis of dramatic literature – learning how to closely read, examine, dissect, interpret, and analyze play scripts – which is the essential foundation for playmaking. Through the process of excavating a script for the ideas that ultimately shape the play in performance, students will develop critical thinking skills. The course includes extensive reading, written analysis, individual and group projects, and class discussion.

**THEA 111 | THEATRE AND SOCIETY****Units: 3-4 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course studies theatre as an art form and examines the historical role of theatre in the world and its significance as a cultural force. It involves attending plays, designing projects and/or performing.

**THEA 116 | THEATRE PRACTICUM - ACTING/STAGE MANAGEMENT****Units: 1-2 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This course is for those cast in acting roles or assigned to work as an Assistant/Stage Manager in a Theatre Department show. Attendance required at all rehearsals and performances for the assigned show. Course is open to non-theatre majors/minors and repeatable for up to 3 units. Audition information available in Theatre office and on-line.

**THEA 117 | THEATRE PRACTICUM - BACKSTAGE AND PRODUCTION****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This course is for students working backstage in a Theatre Department production. Student may be assigned to work in a number of backstage roles such as a dresser or lighting board operator. Attendance required for class meetings and all required rehearsals and performances for the assigned show. Student must check production calendar for conflicts and may register prior to being assigned to a show. No previous production experience necessary. Course is open to non-theatre majors/minors and repeatable for up to 3 units.

**THEA 155 | THEATRE IN EDUCATION****Units: 3**

This course is designed specifically for future elementary school teachers enrolled in the liberal studies major as an introduction to the use of theatre and dance in the classroom. It involves theatre and dance through form, style, history, and cultural perspectives. Students learn the structure and vocabulary of theatre and dance, as well as practical methods of application in the classroom.

**THEA 201 | THE CREATIVE MIND****Units: 3**

This course is designed to build the infrastructure of creative thinking through exploratory engagement with daily life and the world around us. The creative and performing arts provide models for risk taking, confidence in performance and public presentation, and reenvisioning the familiar. Students will experience problem re-framing, collaborative solutions, sensory imagery, and compassionate innovation challenges to develop a vocabulary of creative thinking that can inform artistic practice and build the skills of charismatic leadership.

**THEA 205 | TECHNICAL THEATRE WITH LAB****Units: 4 Repeatability: No**

This course covers the primary technical process, the behind-the-scenes work, necessary to mount a theatrical production. It involves stagecraft vocabulary, set construction, lighting and sound technology, stage management, production organization, and theatre architecture. In the technical theatre lab portion of this course, students learn how to put theory into practice in the support of the semester's theatrical productions. It involves the construction and installation of sets, hanging and focusing lights, and the installation and configuration of the sound system. Hours outside scheduled class time will be required, including some weekends.

**THEA 220 | FUNDAMENTALS OF THEATRICAL DESIGN****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course focuses on understanding foundational elements of theatrical design and developing the skills to translate text into visual content. It involves script analysis, research, creative exploration, and visual communication.

**THEA 230 | FUNDAMENTALS OF ACTING****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area**

This course examines the tradition of the actor as storyteller and challenges students to increase their ability to express their own experience and the experience of others. It involves improvisation, monologue, and scene work, technical methods in voice, physical action, and text analysis.

**THEA 294 | SPECIAL TOPICS IN THEATRE****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Courses examining specific aspects of theatre not covered in other classes. See program listing each semester.

**THEA 316 | THEATRE PRACTICUM - COSTUME PRODUCTION****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This course is for students to practice costume production skills initiated in THEA 205 – Technical Theatre. Students work in the costume shop over the course of the semester to fulfill the course requirement. Course is open to non-theatre majors/minors and repeatable for up to 3 units.

**THEA 317 | THEATRE PRACTICUM - STAGECRAFT****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This course is for students to practice stagecraft skills initiated in THEA 205 – Technical Theatre. Students will work in scenery, lighting and sound production. Course is open to non-theatre majors/minors and repeatable for up to 3 units.

**THEA 320 | SCENIC DESIGN****Units: 3 Repeatability: No**

This course is an advanced study of theatrical set design. It involves script analysis, research, sketching, model building, drafting and presentations. Students are required to attend theatrical productions, both on and off campus.

**THEA 325 | LIGHTING AND SOUND FOR ENTERTAINMENT DESIGN****Units: 3 Repeatability: No**

In this course, students will learn how to use lighting and sound to support a performance. The course covers both technical aspects of modern lighting and sound equipment as well as foundational work in principles of design to help students understand why different pieces of equipment are used and when to use them.

**THEA 330 | COSTUME DESIGN****Units: 3 Repeatability: No**

This course is an advanced study of the process of costuming a theatrical production. It involves how the social impact of clothes translates to theatrical costuming, visual and textual research, play analysis, costume history, rendering, design elements, production procedures, and collaboration with other artists.

**THEA 340 | VOICE AND SPEECH****Units: 3 Repeatability: No**

This course will integrate various vocal training approaches and methods in order to encourage vocal growth in the areas of breath support, clarity of speech, diction, and range. It is specifically designed for actors, but can benefit anyone interested in public speaking or in communicating with more clarity and confidence. It involves cultivating vocal potential and performing monologues, scenes, and poetry.

**THEA 345 | PHYSICAL ACTOR****Units: 3 Repeatability: No**

Through this course, students will learn physically-based performance techniques as a means to discover the body and its movement through space as an inspiration for the actor and the primary generator of meaning in theatre. Selected topics may but will not necessarily include clowning, commedia dell'arte, masks, stage combat and other approaches drawn from movement training.

**THEA 360 | THEATRE HISTORY 1****Units: 3 Repeatability: No**

This course examines the historical role of theatre in the world, exploring the roots and development of theatrical performances in a range of cultures and time periods. In addition to reading play texts, students will evaluate broad-based performance forms such as rituals and festivals as well as consider a range of performance genres from commedia dell'arte to kabuki in oral and manuscript cultures through early print cultures.

**THEA 362 | THEATRE HISTORY 2****Units: 3 Repeatability: No**

This course builds upon Theatre History 1 and examines the historical role of theatre in the world, exploring the roots and development of theatrical performances in a range of cultures and time periods. In addition to reading play texts, students will evaluate broad-based performance forms such as rituals and festivals as well as consider a range of performance genres from popular spectacles to postmodern experiments beginning in periodical print cultures and extending into electric and electronic communication cultures.

**THEA 365 | PLAYWRITING****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Artistic Inquiry area**

This course focuses on writing scenes and creating work in playwriting format, through reading, writing, and acting exercises. The final project is an original one-act play.

**THEA 367 | LONDON PLAYS IN PRODUCTION****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

ENGL 367/THEA 367 is an interdisciplinary course taught in London by one faculty member from English and one from Theatre. It will introduce students to the wide diversity of London theatre in what is arguably the theatre capital of the English-speaking world. Students will read a variety of scripts and see a range of productions in an assortment of venues. In addition, students will participate in field trips designed to provide background, history and context for their theatre experience. Class discussion, two essays, field trips, the integrative core project and the final exam will underscore the interdisciplinary and integrative focus of our study. Students enrolled in ENGL 367 will satisfy core requirements for Literary Inquiry and Advanced Integration. Students enrolled in THEA 367 will satisfy core requirements for Artistic Inquiry and Advanced Integration.

**THEA 370 | PERFORMANCE STUDIES****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Oral communication competency**

This course is part of the written and oral communication competency series. As an Advanced Writing course, Performance Studies focuses on writing as a process, teaching students how to assess and conduct scholarship in the field. As an Oral Communication course, students will develop well-structured presentations that clearly and compellingly communicate a central argument, use engaging examples as well as a strong delivery. Students will explore and engage with a range of disciplinary methods for analyzing, understanding, and discussing performance in order to learn and apply critical and theoretical concepts as a means to develop skills as scholar-practitioners.

**THEA 380 | THEATRE OF DIVERSITY****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1**

This course explores the dynamic cannon of U.S. theatre literature with a focus on diversity, inclusion and social justice. Primarily a lecture based course, theatre exercises are also used as a teaching tool to foster deeper connections with the material. Student creativity is highly valued, encouraged and supported.

**THEA 385 | ACTING FOR THE MUSICAL THEATRE****Units: 3 Repeatability: No**

This course cultivates the skills of analyzing, interpreting, and performing the two primary texts of the musical theatre song: lyrics and music. By learning the performer's mind/body connection through researching musical theatre repertoire, students ultimately are prepared for an effective musical theatre singing audition.

**THEA 390 | DIRECTING AND STAGE MANAGEMENT****Units: 3 Repeatability: No**

This course focuses on the duties of the two playmakers responsible for leading, planning, executing, and administering the collaborative processes inherent in the rehearsal and performance of theatrical production: the Director and the Stage Manager. Processes, skills, and principles introduced and developed include basic leadership principles, fundamentals of management, organizational structure, theatricality, production concept, effective communication in a collaborative setting, rehearsal etiquette and protocol, staging practice, technical rehearsals, and theatrical performance.

**THEA 405 | BUSINESS OF THEATRE****Units: 3 Repeatability: No**

This course examines the business roles and principles of theatre, both commercial and non-profit. By becoming familiar with the financial, legal, marketing, philosophical, and creative aspects of theatre companies, students will learn how to manage, form, and contribute to a career in arts-based enterprises.

**THEA 430 | CONTEMPORARY ACTING****Units: 3 Repeatability: No**

This course is an advanced study in contemporary acting techniques. Selected topics may but will not necessarily include the Chekhov Technique, the Meisner Technique, Richard Schechner's Rasaboxes™, Acting for the Camera, Acting for Musical Theatre, Stanislavski's Active Analysis, and Viewpoints.

**THEA 435 | CLASSICAL ACTING****Units: 3 Repeatability: No**

This course will focus on performing classical texts. Students will address the challenges of heightened language, rhetoric, argumentation, style, scansion, poetry, and period movement.

**THEA 475C | THEATRE AND COMMUNITY****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Advanced Integration, Domestic Diversity level 2****Non-Core Attributes: Community Engagement, International**

This course focuses on the use of theatre and performance as a means of exploring social justice issues in partnership with community organizations. Students will engage the skills necessary for creating theatre on issues of mutual concern and collaborate in multiple and variable levels of the artistic creation. This class culminates in the staging of a final theatrical event. Fulfills: AI (Advanced Integration) and DISJ2 (Diversity Inclusion & Social Justice Level 2).

**THEA 494 | SPECIAL TOPICS IN THEATRE****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

Courses examining specific aspects of theatre not covered in other classes. See program listing each semester.

**THEA 496 | SENIOR PROJECT IN THEATRE****Units: 1-3**

Individual directed study under the supervision of a faculty member.

**THEA 498 | PROFESSIONAL INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

Internship opportunities may be taken for credit, with the oversight of Theatre faculty. Enrollment is arranged on an individual basis according to a student's interest and background and is dependent on positions available and faculty approval. The department internship instructor as well as the academic advisor should be consulted before beginning an internship. A maximum of six internship units can be earned.

**THEA 499 | INDEPENDENT STUDY****Units: 1-3**



# Theology & Religious Studies (THRS)

## THRS 110 | EXPLORING RELIGIOUS MEANING

**Units: 3**

**Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area**

A thematic and topical introduction to the study of religion. Drawing material from at least four religious traditions, including Christianity, this course considers a range of possible themes and topics such as symbol, ritual, mysticism, myth, material culture, gender, ethics, ecology, death and the afterlife, and contemplative practice.

## THRS 112 | INTRODUCTION TO WORLD RELIGIONS

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area**

A survey of the major religious traditions of the world, focusing on an understanding of the religious world views and practices that shape cultures across the globe. Selected readings from these traditions, which will include Christianity, the religions of India and East Asia, Judaism, Islam, and the religions of indigenous oral cultures. Students may not receive credit for taking both THRS 112 and THRS 113.

## THRS 113 | WORLD RELIGIONS IN SAN DIEGO

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Domestic Diversity level 1, Theo/Religious Inquiry area**

A survey of major religious traditions of the world, including Catholic Christianity, focusing on their presence in San Diego and issues of power, privilege, and social justice. Students may not receive credit for taking both THRS 112 and THRS 113.

## THRS 114 | INTRODUCTORY STUDIES IN CATHOLIC THEOLOGY

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area**

This course introduces students to the methods and content of Christian theology, with particular emphasis on Catholic theological traditions. In addition to theological method, topics may include the scriptures, history of the church and/or theology, the nature of theological discourse, and examination of select topics or issues in theology.

## THRS 116 | INTRODUCTION TO BIBLICAL STUDIES

**Units: 3-4**

**Core Attributes: Theo/Religious Inquiry area**

A study of the Bible: its formation, historical character, primary themes, and interpretation.

## THRS 119 | CHRISTIANITY AND ITS PRACTICE

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area**

An introduction to Christian belief and practice through reflection on classic and contemporary expressions of the Christian life. Students may not receive credit for taking both THRS 119 and THRS 120.

## THRS 120 | CHRISTIANITY AND CONQUEST

**Units: 3 Repeatability: No**

**Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area**

An introduction to the history, current status, and theological themes of Christianity, including Catholicism. Emphasis on the relationship between Western Christianity and European colonialism, including how Christian beliefs have been deployed both to rationalize and to resist imperialist and colonialist domination. Students may not receive credit for taking both THRS 119 and THRS 120.

## THRS 121 | CHICANX RELIGIOUS IDENTITIES

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Domestic Diversity level 1, Theo/Religious Inquiry area**

An historical and contextual investigation of Chicana identities in relation to religious and spiritual traditions, with special attention to Catholic Christianity. Students will engage in community based learning and reflect critically on constructions of power, privilege, and oppression.

## THRS 125 | FUNDAMENTALS OF AFRICANA STUDIES II

**Units: 3 Repeatability: No**

**Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area**

This course studies the history and development of religion and theology during and after the transatlantic slave trade. We will look at the development of Catholicism in its relation to African Traditional Religions and evaluate how they influenced and altered Black religious beliefs in the modern world.

## THRS 203 | SPECIAL TOPICS IN RELIGIOUS STUDIES

**Units: 3 Repeatability: Yes (Can be repeated for Credit)**

**Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area**

An examination of selected issues or themes in religion to be chosen by the instructor. Topics will have a comparative focus, with special attention to Catholic Christianity as well as theory and method in religious studies. Topics will vary semester by semester. A list of current special topic offerings is available on the department website.

## THRS 231 | CHRISTIAN CHANGEMAKERS

**Units: 3 Repeatability: No**

**Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area**

An introduction to the nature and scope of Christian theology, with a special focus on Christians who have created positive social change. We study the works of a select group of writers, thinkers, and activists, all of whom have been significantly shaped by their encounter with Christianity, and have, in turn, created lasting testimonies of significant cultural value because of that encounter. Throughout the semester students engage in self-reflection about their life experiences and core values; in written assignments students explore what it means to create positive social change in our world. There are no prerequisites for this course.

## THRS 232 | RELIGION AND ANIMALS

**Units: 3 Repeatability: No**

**Core Attributes: Theo/Religious Inquiry area**

An introduction to the subfield of animals and religion. Special attention will be given to Catholic and Jewish traditions, world views, and practices.

## THRS 233 | RELIGION AND FOOD

**Units: 3 Repeatability: No**

**Core Attributes: Theo/Religious Inquiry area**

An introduction to religious studies through a consideration of food, the systems that produce food, and the religious and ethical questions associated with food. We will consider the theme of religion and food in select Abrahamic traditions (Jewish, Christian, and Muslim traditions), Dharma traditions (Hindu, Jain, and Buddhist traditions), indigenous North American traditions, and ask what food means or should mean at USD as a value-based Catholic university.

**THRS 294 | SPECIAL TOPICS IN THEOLOGY AND RELIGIOUS STUDIES****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Theo/Religious Inquiry area**

An examination of selected issues or themes in theology and/or religious studies, to be chosen by the instructor. Course meets FTRI learning outcomes 1 and 2 in core curriculum.

**THRS 301 | RELIGION CAFÉ: MAJORS AND MINORS SEMINAR****Units: 3 Repeatability: No**

Through the study of exemplary texts and presentations from invited Theology and Religious Studies faculty members, this seminar will introduce students to the various methodologies in the academic study of religion, as well as to the research interests of current faculty members in the department. This course will also address basic research methodologies, the use of the library and the internet, and the construction of a research paper. This seminar is required of all majors and is open to minors. The course should be taken as soon as possible following the declaration of the major or minor.

**THRS 305 | BUDDHIST ART AND PILGRIMAGE IN INDIA****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Theo/Religious Inquiry area**

Pilgrimage is a core element of Buddhist practice, and the earliest Buddhist art was both located at and inspired by pilgrimage sites. Just as works of art are best encountered in person, the nature of pilgrimage can be explored most profoundly through travel. This team-taught study-abroad course involves pilgrimage to Bodhgaya, India, the site associated with the Buddha's awakening, one of the original and most important Buddhist pilgrimage destinations. The course is only offered as a study abroad course.

**THRS 311 | JEWISH FAITH AND PRACTICE - ADVANCED WRITING****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Theo/Religious Inquiry area**

An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions. Students will write a thesis-driven research paper. This course fulfills the Advanced Writing requirement of the core curriculum. Students may not receive credit for taking both THRS 311 and THRS 313.

**THRS 312 | THE HINDU TRADITION****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A study of key aspects of the multiple ways of being religious that form the Hindu tradition, including scriptures, theologies, spiritualities, rituals, social practices, images of divinity, important figures, and contemporary developments. Points of contact with other Indic traditions, Christianity, and Islam will be considered as appropriate.

**THRS 313 | JEWISH FAITH AND PRACTICE****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions. Students may not receive credit for taking both THRS 311 and THRS 313.

**THRS 314 | BUDDHIST THOUGHT AND CULTURE****Units: 3 Repeatability: No****Core Attributes: Global Diversity level 2, Theo/Religious Inquiry area**

An introduction to the academic study of Buddhism. The course systematically explores the historical development, philosophical premises, religious practices, social institutions, and cultural expressions of the world's Buddhist traditions, with special emphasis on points of contact between Buddhist and Christian thought.

**THRS 315 | ISLAMIC THOUGHT AND CULTURE****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

This course is designed to provide students with a basic introduction to Islam. The monotheistic belief system and the concept of Qur'anic law will be the focus of the early part of the course. Brief overview of its early history will be followed by discussions on questions of interpretation, reform, and renewal.

**THRS 318 | ISLAM, WOMEN AND LITERATURE****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

The course will set in perspective the diversity of cultural manifestations of Islam in its regard for women. It will require a selective exploration of literary works. The writings reflect debates regarding the ever-changing role of Muslim women within various religious, social, geographic, economic and political contexts, primarily in the last 50 years, a period of significant historical change in the Muslim world.

**THRS 320 | INDIGENOUS RELIGIONS AND SPIRITUALITIES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area**

Using a religious studies method, this course introduces students to the diversity of Indigenous religious and spiritual traditions across Turtle Island, with special attention to local Indigenous communities. Students will also be introduced to Indigenous theories and decolonizing methodologies and consider the challenges that these fields pose to the study of Indigenous religions.

**THRS 323 | WAR AND PEACE IN THE CHRISTIAN TRADITION****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Ethical Inquiry area, Theo/Religious Inquiry area**

An examination of the three dominant paradigms for thinking about war and peace in the Christian tradition: holy war, pacifism, and just war. We will consider how these frameworks are employed today in both religious and secular contexts as we apply these frameworks to the evaluation of particular conflicts/issues, which may include: the wars in Afghanistan and Iraq, humanitarian interventions, the 'war on terrorism,' preemptive and preventive war, drones, weapons of mass destruction, and care for veterans. Throughout, students will build skills in ethical analysis and reflexivity. There are no prerequisites for this course.

**THRS 326 | RELIGION AND THE PERFORMING ARTS IN BALI****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Global Diversity level 1, Theo/Religious Inquiry area**

This course will integrate the perspectives of religious studies, music, and ethnomusicology in exploring the faith and practices of Balinese Hindus and examining the complex integration of music, dance, drama, and other arts in their vibrant ritual life. Emphasis will be placed on indigenous, colonial, and neocolonial expressions of cultural, social, and economic power and privilege on the island. Offered as a study abroad course in Bali, Indonesia, in tandem with MUSC 341.

**THRS 331 | SEXUAL ETHICS IN THE CATHOLIC TRADITION****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area, Theo/Religious Inquiry area**

An examination of human sexuality from the perspective of the Roman Catholic tradition. After an introduction to Catholic ethical method, the course examines traditional and contemporary understandings of sexuality, gender, sexual orientation, love, and justice. This provides a foundation for consideration of moral norms regarding such issues as marriage, non-marital sex, LGBTQ sexuality, masturbation, pornography, birth control, prostitution, and prevention of sexually transmitted infections including HIV/AIDS.

**THRS 332 | HIV/AIDS AND CHRISTIAN ETHICS****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, First Yr Integration (LC Only), Domestic Diversity level 1, Ethical Inquiry area, Theo/Religious Inquiry area**

An examination of the intersection of Christian theological ethics and the dilemma of human immunodeficiency virus/acquired immune deficiency syndrome (hereafter, HIV/AIDS). We begin with an introduction to ethical method in the Christian tradition, an overview of the science of HIV/AIDS, and an overview of the sociological and statistical data pertaining to the global pandemic. From there we have the foundation to discuss a range of ethical issues on the topic of HIV/AIDS. Students will select a topic to explore in further detail in an individual research paper project. Our class format will include lecture, group work (including analysis of case studies), discussion with guest speakers, field trips, and facilitated discussion. In addition to required readings, required films and site visits to community organizations will challenge students to engage the personal stories of HIV-positive and AIDS-diagnosed persons.

**THRS 333 | LGBTQ+ AND CHRISTIANITY****Units: 3 Repeatability: No****Core Attributes: Advanced Integration, Domestic Diversity level 2, Theo/Religious Inquiry area**

A critical analysis of how Christians have understood marginalized sexual identities and gender identities, with particular attention to issues of power, privilege, and intersectionality.

**THRS 334 | CHRISTIAN SOCIAL ETHICS****Units: 3 Repeatability: No****Core Attributes: Ethical Inquiry area, Theo/Religious Inquiry area**

This course is designed to introduce students to the field of Christian social ethics. Students will read selections from Christian thinkers, examine various sources of and approaches to Christian ethical reflection, and critically assess a variety of contemporary moral issues.

**THRS 335 | CATHOLIC SOCIAL THOUGHT****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1, Ethical Inquiry area, Theo/Religious Inquiry area****Non-Core Attributes: Community Engagement**

This course will examine the living tradition of Catholic social thought. Major themes in Catholic social teaching will be explored, including the role of the Church in civil society, economic justice, sustainability, peacemaking, and a consistent ethic of solidarity, among others.

**THRS 338 | FAITH & ENVIRONMENTAL JUSTICE****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Domestic Diversity level 1, Theo/Religious Inquiry area**

This course explores how faith rooted approaches to ecological issues can play a pivotal role in addressing our current environmental crisis.

**THRS 340 | BEING HUMAN: RACE, GENDER & SEXUALITY****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area**

What does it mean to be “human?” When someone is referenced as being less than human – “like an animal” – what are the implicit and explicit socio-theological assumptions that inform such dehumanizing rhetoric? This course explores the Christian theological development of the human person – or theological anthropology – with special attention to race, gender, and sexuality. Prerequisites: Any lower-division THRS course THRS 110 or THRS 112 or THRS 113 or THRS 114 or THRS 116 or THRS 119 or THRS 120 or THRS 121 or THRS 123 or THRS 125 or THRS 202 or THRS 203 or THRS 231 or THRS 232 or THRS 294, or consent of the instructor.

**THRS 343 | CHRISTIAN MARRIAGE****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A theological study of Christian marriage with consideration of the historical development and current pastoral understanding of this sacrament.

**THRS 349 | ART AND THE THEOLOGICAL IMAGINATION****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

What role do the arts and creative expression play in the task of theology, the disciplined and critical reflection on belief and the nature of God? The meanings discoverable through art and the creative process lead to deeper questions, enhancing critical thought. Art expresses our nature as spiritual beings inseparable from the material world; it explores morality, politics, emotion, the subconscious, and the unknown. The “theological imagination” is a way of perceiving and appreciating the sensible world, as Margaret Miles points out, “with ‘a certain slant of light,’ in which other human beings, the natural world, and objects appear in their full beauty, transformed.” The thesis of the course is that great art, whether explicitly containing religious symbolism or not, reveals the depth dimension of reality, what might be called “God.” This course will consider the meaning and function of theological aesthetics, and attempt to cultivate tools for the appreciation of visual culture: a sharper awareness of seeing, attention to detail, and the habit of mind that recognizes the beautiful as well as the ambiguous.

**THRS 350 | CHRISTIAN SPIRITUALITY****Units: 3-4 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

An exploration of diverse Christian spiritual traditions and an introduction to the methods of the theological sub-discipline of Christian Spirituality.

**THRS 353 | EARLY CHRISTIANITIES****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

This course investigates the earliest Christianities from the first five centuries of the common era with an emphasis on the diversity and contestations of practices and beliefs that characterize the period. Students will focus on the demarcation of Christianity from Judaism, the forms of self-definition that emerge in the period of imperial persecution, and the shifts that take place when the movement gains the support of the Roman emperors in the fourth century. Emphasis will be placed on working with ancient texts and situating them in their broader historical and cultural contexts.

**THRS 356 | CATHOLICISM IN THE UNITED STATES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area**

A study of the history of the Catholic Church in the United States of America. Emphasis on racial and ethnic diversity in the Church, with attention to how social, political, and ecclesial power dynamics have shaped Catholics’ varied experiences. Required any lower division THRS course or permission of the instructor.

**THRS 357 | SAINTS AND SINNERS IN U.S. PROTESTANTISM****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

The histories and theologies of Protestantism in the United States from the perspective of individuals and movements that have had significant intellectual and cultural influence, for example on issues of gender, politics, or science. This course is usually taught through role-playing simulation games.

**THRS 358 | LATINO CATHOLICISM****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A culturally contextualized study of the beliefs and practices of Latino Catholics in the U.S., with particular emphasis on popular Catholicism.

**THRS 359 | JESUS OF HOLLYWOOD****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A critical analysis of the life and message of Jesus of Nazareth through the lens of Hollywood films, including theological, historical, and socio-cultural issues raised by this cinematic tradition.

**THRS 360 | WHO IS JESUS?****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A critical investigation of the person and ministry of Jesus in light of Scripture, the Christian tradition, and contemporary concerns.

**THRS 361 | JESUS AND JUSTICE****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area**

A critical investigation of the person and ministry of Jesus in light of Scripture, the Christian tradition, and contemporary concerns. Emphasis on how members of groups traditionally underrepresented in society interpret Jesus' life and message. Students may not receive credit for taking both THRS 360 and THRS 361.

**THRS 362 | CHRISTIAN UNDERSTANDINGS OF SALVATION****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

An examination of Christian understandings of salvation from biblical, historical, and contemporary perspectives.

**THRS 365 | BLACK AND WOMANIST THEOLOGIES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area**

This course will explore Black and Womanist theologies in historical context, paying particular attention to the historical movements, foundational thinkers, and critical voices that have shaped and are reshaping Black and Womanist theologies.

**THRS 366 | THE PROBLEM OF GOD****Units: 3 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Theo/Religious Inquiry area**

The questions "What is God?," "Does God exist?" and "What does it mean to believe in God?" are investigated against the background of classical theism and modern thought.

**THRS 367 | FEMINIST THEOLOGY AND ETHICS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1, Ethical Inquiry area, Theo/Religious Inquiry area**

An exploration of contemporary feminist theologies and ethics from the Christian perspective to gain knowledge of feminist contributions and challenges to the whole of Christian traditions. Included is a survey of the historical emergence of feminist theologies, methods, major theological themes, and feminist Christian approaches to contemporary problems (from different contexts and multiple perspectives).

**THRS 369 | LIBERATION THEOLOGY****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area**

A study of the origin, characteristics, method, central themes, and current expressions of liberation theology. Special emphasis on the understanding of revelation, God, Jesus Christ, the Church, the human being, Christian ethics, social justice, and Christian spirituality.

**THRS 371 | CULTS AND SECTS IN THE UNITED STATES****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

An examination of new religious movements commonly called cults and sects in the U.S.

**THRS 372 | WOMEN, GENDER, AND CHRISTIANITY IN THE ANCIENT WORLD****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

An historical and contextual examination of the relationship between women, gender, and Christianity in late antiquity. Students will learn about the history of women and the role of gender in Christian literature from the first six centuries of the common era.

**THRS 375 | FAITH AND POLITICS: THEOLOGICAL PERSPECTIVES****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A theological study of the public and political roles of religion, including evaluation of the impact of religious beliefs on political behavior.

**THRS 376 | RACIAL JUSTICE: CATHOLIC PERSPECTIVES****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area**

A study of Catholic approaches to the struggle for racial justice in US society and the US Catholic Church.

**THRS 377 | THE THEOLOGIES OF MARTIN LUTHER KING, JR. & MALCOLM X****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 2, Theo/Religious Inquiry area**

An examination of the theologies, political philosophies and lives of Martin Luther King, Jr. and Malcolm X.

**THRS 379 | LITERATURE, THEOLOGY, & THE RELIGIOUS****Units: 3 Repeatability: No****Core Attributes: Domestic Diversity level 1, Theo/Religious Inquiry area**

An examination of the intersection between and history of religion and literature using novels, plays, poetry and essays.

**THRS 381 | THE FIVE BOOKS OF MOSES****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A study of the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy), the history of their composition, and their theological contributions to Judaism and Christianity.

**THRS 382 | THE PROPHETIC TRADITION OF ISRAEL****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A study of Old Testament prophets in their historical, social, and political backgrounds. Attention is given to the contribution of the prophets to Jewish-Christian theologies and their significance for the contemporary world.

**THRS 383 | SINNERS AND SOCIAL JUSTICE: THE GOSPEL OF LUKE****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A study of the Gospel of Luke, with some attention also to Acts of the Apostles. Some of the major themes examined are wealth and poverty, gender, and discipleship.

**THRS 384 | GOSPEL OF LUKE: SINNERS AND SOCIAL JUSTICE (ADVANCED WRITING)****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Theo/Religious Inquiry area**

A study of the Gospel of Luke, with some attention also to Acts of the Apostles. Some of the major themes examined are wealth and poverty, gender, and discipleship. This course requires frequent writing assignments with instructor feedback. Students cannot receive credit for taking both THRS 383 and THRS 384.



**THRS 385 | PAUL, THE MAN & HIS MESSAGE****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A study of the Pauline writings and theological thought. Major themes are reviewed with respect to their applications to present-day Christian life.

**THRS 386 | WORD AND WISDOM: JOHN'S PORTRAIT OF JESUS****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A study of the Johannine writings, particularly the Gospel of John. Some of the major themes examined are Jesus's identity and presentation of God, and the role of women in the gospel.

**THRS 387 | GOSPEL OF JOHN: WORD AND WISDOM (ADVANCED WRITING)****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Theo/Religious Inquiry area**

A study of the Johannine writings, particularly the Gospel of John. Some of the major themes examined are Jesus's identity and presentation of God, and the role of women in the gospel. This course requires frequent writing assignments with instructor feedback. Students cannot receive credit for taking both THRS 386 and THRS 387.

**THRS 388 | THE WORLD OF THE BIBLE****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A survey of historical, political, social, cultural, and religious conditions of selected periods in biblical history.

**THRS 389 | MATTHEW AND MARK: ADVANCED WRITING****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Theo/Religious Inquiry area**

A careful study of the gospel of Matthew along with Mark. We will explore these gospels from a literary and historical perspective for the purpose of uncovering the author's intended meaning and message. To achieve this end, we will examine the historical, cultural, and geographical setting of these gospels, their authorship, audience, literary techniques and characteristics, theology and important themes. We will investigate the literary, religious, and philosophical currents in first century Judaism and in the Greco-Roman world which may have influenced the authors. We will also study the ancient traditions regarding gospel authorship and modern theories regarding the creation of the synoptic gospels. Students write an exegesis paper with feedback from the instructor. The course fulfills Advanced Writing in the core curriculum.

**THRS 390 | THE HOLOCAUST: RELIGIOUS QUESTIONS****Units: 3 Repeatability: No****Core Attributes: Theo/Religious Inquiry area**

A study of the Holocaust focused on the moral and religious dilemmas it raises for Jews and Christians.

**THRS 394 | SPECIAL TOPICS IN THEOLOGY AND RELIGIOUS STUDIES****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)****Core Attributes: Theo/Religious Inquiry area**

A study of selected major figures or problems or movements or periods in either Christianity and/or other religions. Specification will be made by the instructor.

**THRS 495 | CAPSTONE IN THEOLOGY AND RELIGIOUS STUDIES****Units: 3 Repeatability: No****Core Attributes: Advanced writing competency, Advanced Integration**

A capstone seminar for THRS majors and minors in which students plan and execute senior projects (in most cases, 15-20 pg. term papers). Students will explicitly synthesize and apply knowledge and skills from two distinct disciplines, one of which must be represented within the scholarship and curriculum of the department. Classes will be conducted seminar-style, with required participation among all students.

**THRS 496 | RESEARCH EXPERIENCE IN THEOLOGY AND RELIGIOUS STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential, Undergraduate Research**

This is a course intended to provide theology and religious studies majors with an applied experience in the conduct of original academic research by assisting on a faculty-led scholarly project. The experience is designed to build on the knowledge students gain in THRS 301. Students will meet with a faculty member, with whom a research relationship is established, on an on-going basis to discuss the research project, assess the student's role and responsibilities, and collaborate on a research project in which the faculty member takes the lead. Students must register with a specific faculty member with whom they complete a contract outlining the roles and responsibilities of both the student and the faculty member. Up to 3 units of undergraduate research (496) can count toward the THRS major as upper division elective units.

**THRS 498 | INTERNSHIP IN THEOLOGY AND RELIGIOUS STUDIES****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

This is a pass-fail only course involving fieldwork under the joint supervision of the THRS instructor and agency personnel. Students cannot be on academic probation and must obtain THRS instructor consent to enroll. Course content will include volunteering or working at an approved placement or community agency, monthly meetings with the instructor of record, reflection papers, agency performance evaluations, and a poster presentation at a THRS department event. Minimum required semester hours of agency work are as follows: 40 hours for 1 unit; 80 hours for 2 units; 120 hours for 3 units. Up to 3 units of internship (498) can count toward the THRS major as upper division elective units.

**THRS 499 | DIRECTED INDIVIDUAL STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisite: Consent of instructor and approval of the department chair and the dean.

## Visual Arts (ARTV)

**ARTV 101 | FUNDAMENTALS OF DRAWING****Units: 4 Repeatability: No****Core Attributes: Artistic Inquiry area**

Introduction to the fundamental elements and principles of drawing. Exploration of a variety of dry and wet media. Primary emphasis on developing the student's perceptual capabilities and representational skills. Every semester.

**ARTV 102 | COLOR****Units: 4 Repeatability: No****Core Attributes: Artistic Inquiry area**

In this studio course, students create color-based art projects in a variety of media through directed assignments. Studio projects are supplemented by lectures, readings, and discussions on the theory and history of color and its applied uses in contemporary art and design. Topics may include the science of color and its industrial production; cultural connotations of color; strategies and color techniques used by artists.

**ARTV 103 | DESIGN FOUNDATIONS****Units: 4 Repeatability: No****Core Attributes: Artistic Inquiry area**

Study of two-dimensional design principles stressing the dynamics of line, shape, value, texture, color, spatial relationships, and composition. This course introduces students to the basics of visual communications. Every semester.

**ARTV 105 | INTRODUCTION TO SCULPTURE****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area**

This studio course is an introductory exploration of the media and methods (traditional and experimental) that form the basis of an ongoing dialogue between object and artist. Students will investigate sculptural form as a means of cultural production through technical exercises, studio projects, critiques, slide lectures, readings, and discussions. Every semester.

**ARTV 108 | INTRODUCTION TO VIDEO STUDIO****Units: 4 Repeatability: No****Core Attributes: Artistic Inquiry area**

Students learn to produce, shoot and edit individual video projects through directed assignments using video equipment and editing software. Class discussions of related texts and screenings of experimental films examine the concept of time in contemporary art and film. Every semester.

**ARTV 160 | INTRODUCTORY PHOTOGRAPHY****Units: 4 Repeatability: No****Core Attributes: First Yr Integration (LC Only), Artistic Inquiry area**

This course guides students to discover the way they see and establishes core relationships to formal and conceptual photographic principles through lectures and studio practice. Students develop bodies of work using department equipment and the analog black and white lab, and must purchase materials as required. Lab fee required.

**ARTV 275 | STUDY ABROAD IN VISUAL ARTS****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An investigation of site-specific issues or topics in visual arts, offered by a USD-affiliated program abroad. Can be repeated once for credit. Two sections of ARTV 275 can be taken concurrently during a study abroad semester or summer.

**ARTV 294 | SPECIAL TOPICS IN VISUAL ARTS****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

An investigation in a studio setting of select issues in the visual arts. May be repeated when topic changes. Students may enroll concurrently if topic differs.

**ARTV 300 | VISUAL COMMUNICATIONS****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 103

Study of design concepts, form analysis, and development of visual thinking for creative problem solving. Lectures, discussions, and class presentations explore historical, cultural and contemporary issues and practices in visual communications. May be repeated for credit. Fall semester.

**ARTV 302 | INTERMEDIATE DRAWING****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 101

The primary objective of this course is to investigate the intimate relationship between form and content in the creation of images. Drawing projects, lectures, and critiques will stress the organization of the pictorial field and the technical manipulation of the material as means for identifying and articulating the artist's intentions. Students will be guided through the process of developing visually compelling drawings that are technically and conceptually sophisticated. Required for art majors selecting a specialization in drawing or painting. Spring semester.

**ARTV 304 | INTRODUCTION TO PRINTMAKING****Units: 4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Prerequisites: ARTV 101

Basic techniques and expressive possibilities of intaglio and relief printmaking including etching, drypoint, aquatint, soft ground, and woodcut. Various methods of printmaking will be introduced. Equal emphasis will be placed on creative image making and craftsmanship. May be repeated for credit.

**ARTV 306 | INTRODUCTION TO BOOK ARTS****Units: 4 Repeatability: No****Core Attributes: Artistic Inquiry area**

Terminology, tools, materials, and reproduction processes related to the making of books; multi cultural, historical, and contemporary book structures; and development of content in the form of image and text. This course is designed as an interdisciplinary exploration for students in graphic, fine, and applied art disciplines, and students from other departments such as creative writing, history, and the sciences. Each artist will be encouraged to apply her/his own particular skills to this time-based, interactive, and multifaceted form. In this context, we will converse about issues and techniques that expand our current knowledge and expressive concerns.

**ARTV 308 | VIDEO STUDIO: SPECIAL PROJECT****Units: 4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Prerequisites: ARTV 108

A focused production course involving select issues in video, film and the moving image. May be repeated when topic changes.

**ARTV 320 | INTERMEDIATE VIDEO STUDIO****Units: 4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Prerequisites: ARTV 108

This course is designed for the intermediate video student who is capable of producing projects with a foundational conceptual approach to time-based media. Highlighting specific techniques in camerawork and editing, assignments ask students create individual video projects using cinematic strategies of the moving image that are explored in class screenings, texts and discussions.

**ARTV 323 | FILM AND THE FEMALE GENDER****Units: 4 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area, Domestic Diversity level 1**

Prerequisites: ARTV 105

This studio praxis course examines representations of female gender in cinema and artists' films. Screenings, readings and discussions demonstrate how films are not neutral in presentation of gender--in neither form nor content. Cinema, using specific techniques to produce a dynamic of power through vision and image, has historically privileged a position of heteronormative male desire. In the studio production portion of the course, these techniques are examined as strategies that can be deconstructed, revised and reimagined in individual projects to challenge and question these dynamics. Along with examples of films that are alternatives to this model, readings and discussions help students understand femininity and gender as constructs, and provide cultural and societal contexts to screened works. Text discussions, screenings and individual art projects delineate the framing of the female gender within a cinematic context—and ultimately, explore the relationship between cinema, subjectivity, identity and the body.

**ARTV 324 | ADVANCED VIDEO STUDIO****Units: 4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Prerequisites: ARTV 108 and (ARTV 308 or ARTV 320)

This course is designed for the student with an advanced technical, conceptual and aesthetic grasp of time-based media. Students create individual video projects in a group workshop setting and also are provided one-on-one guidance from the instructor. May be repeated for credit.

**ARTV 325 | PRACTICUM IN VISUAL ARTS****Units: 1 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

A practical course of limited hours or short duration, focusing on a specific project in the visual arts.

**ARTV 329 | FUNDAMENTALS OF PAINTING****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 101

Introduction to the fundamental principles, tools, and techniques necessary for successful expression through the language of painting. The primary emphasis throughout the semester will be on developing the student's technical proficiency with the medium of painting and enhancing eye/hand coordination. The majority of paintings will be developed from direct observation, with a few projects exploring the artist's subjective interests. May be repeated for credit when ARTV 429 is not offered.

**ARTV 333 | INTERDISCIPLINARY 2D STUDIO****Units: 4 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

In this studio course, students experiment with a wide range of materials, processes and strategies to create individual two-dimensional compositions. Students are prompted to explore material, conceptual, and disciplinary boundaries of the two-dimensional visual field through class exercises, and individual assignments. Choice of media can include a range of traditional painting, drawing or printmaking materials, as well as those photographic and digital in nature. Image presentations, discussions, field trips, readings and critiques will provide a framework for contextualizing students' studio-based projects.

**ARTV 344 | FIGURE DRAWING****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 101

A studio course emphasizing the structure and anatomy of the human figure. A variety of drawing techniques and media will be utilized to depict the live model. May be repeated for credit.

**ARTV 350 | ART FUNDAMENTALS****Units: 3 Repeatability: No****Core Attributes: Artistic Inquiry area**

This course will investigate the function and practice of art education in various contexts: schools, museums, and community arts organizations. Students will explore how art education functions in these environments to foster constructivist learning, visual literacy, community-building, and/or social transformation. In addition to classroom projects, readings, slide presentations, and discussions, we will be using local resources for field-learning and exploration.

**ARTV 353 | COLOR PHOTOGRAPHY****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

An introduction to the aesthetic and technical considerations of color photography. The course covers basic camera operations, appropriate exposure and processing strategies, and the development of critical issues of color photography. The class includes an introduction to digital imaging, including image scanning and storage strategies, image manipulation, color correction, and digital photographic printing. All prints will be made digitally in the computer lab. Materials not included.

**ARTV 354 | INTERMEDIATE PHOTOGRAPHY****Units: 4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Prerequisites: ARTV 160

In this course photographs are made in an attempt to discover the student's singular voice by building upon the foundation laid by exemplary photographers. The study of artists selected by the student is encouraged through assigned readings, discussions, lectures, and writing assignments. Photographs are made in color and black and white, with both digital and traditional media. Materials not included.

**ARTV 355 | DIGITAL PHOTOGRAPHY: THEORY AND PRACTICE****Units: 4 Repeatability: No**

We will make color images with the digital camera, editing the results and making prints with Adobe Photoshop software. Directed projects are designed to encourage visual thinking and to assist us in seeking to understand the world as seen through a camera. All pictures will be understood within fine art traditions, and examined against the background of selected photographers who have contributed to the medium's history since its 19th century beginnings. Both old and new traditions of picture making will inform discussions and we will read and comment about its artistic, historical and social roles.

**ARTV 356 | BETWEEN ME AND YOU: REPRESENTING THE SELF AND THE OTHER****Units: 4 Repeatability: No****Core Attributes: Artistic Inquiry area, Global Diversity level 2**

A major question of early 21st century artmaking and its display has been the privileges and responsibilities that come of representation. Who is enabled to depict whom, or who is engaged in the process of deciding what gets shown where are often invisible hierarchies. Informed practice in this field begins with an awareness of oneself and one's relationship to those outside of oneself, as well as of the context in which one brings a project. This course guides students to consider issues in representing the self, the other, and communities with which an author does or doesn't identify. Studio practice is grounded in photography and supported by reading and viewership. The items viewed and considered will be interdisciplinary and both local and global in scope, including film, literature, and social media.

**ARTV 357 | LINE IN THE SAND****Units: 4 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area, Global Diversity level 2**

A boundary is a question. What is it? Who put it there? How does it influence those who exist on either side of it? Is one side privileged over the other because of the origin story of the boundary? Is that privilege visible or neutralized? Is oppression a necessary condition of boundaries? Where does the boundary end in real space or in imagined identities? How does it change over time? Importantly for this class, how do photographic and literary depictions reflect and influence stasis and change, privilege and oppression, and the very capacity to describe one's own condition? This class will use literature and lens-based mediums to trace depictions of boundaries and borders, and will provide students the opportunity to both analyze existing representations and create their own. We will initially focus on the U.S./Mexico border on which we live and work, but we will also complicate the notion of the "boundary" by examining borders present in situations that go beyond notions of the nation-state. Students will work on an integrated project that describes the border most relevant to their own identities and imaginations, drawing on resources from the disciplines of literature and photography.

**ARTV 361 | ADVANCED PHOTOGRAPHY****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 354

Studio course for students' advanced photographic practice in the context of group critique and individualized research. Students have access to department equipment and labs, must purchase materials as per the needs of their projects, and are encouraged to purchase equipment as well.

**ARTV 362 | PORTRAITS IN PHOTOGRAPHY****Units: 4 Repeatability: No**

This course engages the student in making analog and digital portraits in color and black and white photographic media. Students make environmental and formal portraits utilizing both natural and artificial light, including electronic strobe. Students are required to complete a body of work reflecting the concerns of portraiture within a fine arts context. Materials not included.

**ARTV 369 | INTERMEDIATE / ADVANCED SCULPTURE****Units: 4 Repeatability: Yes (Can be repeated for Credit)****Core Attributes: Artistic Inquiry area**

Prerequisites: ARTV 104 or ARTV 105

A multi-level studio course designed to advance students' technical and conceptual skills through a series of sculptural problems beyond the introductory level. Studio projects, technical demonstrations, lectures, readings and field trips create context within the history and practice of contemporary sculpture, expanding students' knowledge of traditional and experimental approaches to sculpture, while aiding the development (particularly at the advanced level) of a personal body of work.

**ARTV 370 | DESIGNING FOR SOCIAL SPACE****Units: 4 Repeatability: No****Core Attributes: Advanced Integration, Artistic Inquiry area**

This studio seminar considers a constellation of artistic developments of the last 40 years that employ social space and activity as important artistic venues or materials. The class will examine the impulse towards social engagement in art: the desire to make art beyond the gallery, to facilitate collective change, to practice a form of creativity beyond individual authorship, or to avoid the market's hold on art. Through experiments, exercises and art projects, readings and lectures students will explore site-specific sculpture and installation, social sculpture, collaborations and artistic interactivity.

**ARTV 371 | SCULPTURE / LANDSCAPE****Units: 4 Repeatability: No****Core Attributes: Artistic Inquiry area**

A studio seminar course organized around the overlapping topics of landscape, sculpture and land art, Sculpture/Landscape is designed to offer intermediate and advanced Visual Arts students an opportunity to continue developing technical and conceptual skills in sculpture while also providing motivated students without experience an exciting entry to the discipline. Through technical exercises, studio projects, field trips, lectures, readings and discussions we will explore contemporary sculpture and installation practice in relation to the land and historical and contemporary ideas about land, all while taking advantage of San Diego's year-round growing season, diverse micro-climates and post-modern botanical vocabulary.

**ARTV 375 | STUDY ABROAD IN VISUAL ARTS****Units: 0.5-4 Repeatability: Yes (Can be repeated for Credit)**

An investigation of site-specific issues or topics in visual arts, offered by a USD affiliated program abroad. Can be repeated once for credit. Two sections of ARTV 375 can be taken concurrently during a study abroad semester or summer.

**ARTV 382 | PUBLIC ART STUDIO****Units: 4 Repeatability: No**

This course focuses on the role of the artist outside of the gallery/museum context. Tangential to this investigation will be discussions that engage social, political, and urban issues relevant to this expanded public context. Traditional approaches of enhancement and commemoration will be examined in light of more temporal and critical methodologies. Historical examples will be studied and discussed, including the Soviet Constructivist experiments, the Situationists, Conceptual art and more recent interventionist strategies.

**ARTV 395 | JUNIOR SEMINAR****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Junior Seminar is an association (or blending) of methods and discourse to further the advancing art major's understanding of how research and 'making things' are key components to a working discipline. Further, the course material will be used to help develop work in their chosen areas, or to help establish a work ethic as an enrichment of their personal "voice" and potential growth in their conceptual awareness. This course may be considered as a perspective in their ongoing development and research with a deep emphasis on experimentation. Using a mixture of art historical research, cross-disciplinary investigation, a deeper understanding of what our department of art offers and a wide range of experimental exercises in various mediums we will focus on theme development, research techniques, and studio practice.

**ARTV 400 | ADVANCED VISUAL COMMUNICATIONS****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 103 and ARTV 300

Advanced problem-solving, further analysis of form and meaning, and continued exploration of the historical and cultural issues in contemporary visual communications. Projects emphasize creative thinking and require the students to place greater emphasis on research, exploration, and preparation of work for final presentation. May be repeated for credit. Spring semester.

**ARTV 403 | ADVANCED DRAWING/PAINTING SEMINAR****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 101 and ARTV 302

This course is designed to challenge students who have already demonstrated an intermediate level of proficiency in drawing. Lectures, reading discussions, and drawing projects will unfold throughout the semester around a single unified topic, resulting in a cohesive portfolio for the student. The course's central topic will change every semester, enabling students to repeat the course without repeating its content. The following is a partial list of the topics that will be explored: representation, identity, and the narrative portrait; informed by nature: The landscape from the panoramic to the microscopic; the expressionist voice; techniques of the old masters; drawing the artists' book. May be repeated for credit. (fall semester).

**ARTV 420 | DIGITAL AUDIO COMPOSITION****Units: 3 Repeatability: No**

Prerequisites: ARTH 109

Analysis of historical and contemporary experimental music and sound provides the foundation for structured and creative composition using digitized sound. Includes an introduction to sampling, recording techniques, digital audio editing, effects processing, and mixing using Digital Performer and related software. Workshop format includes critique of work-in-progress and opportunities for public performance. Cross-listed as MUSC 420. ARTH 109/MUSC 109 recommended, but not required. Prior musical experience not required.

**ARTV 421 | INTERACTIVE DIGITAL MUSIC AND ARTS****Units: 3**

Prerequisites: ARTV 420 or MUSC 420

A workshop on the creation of interactive digital works of sound art or music using state-of-the-art hardware and software, focusing on Mas/MSP/Jitter. Includes study of the theoretical, aesthetic, philosophical and historical background in computer-human interaction and the arts, basic tenets of programming, and practical exercises in programming interactive computer multimedia art. Cross-listed as MUSC 421.



**ARTV 424 | ART AND THE SOUNDSCAPE****Units: 3****Core Attributes: Advanced Integration**

Prerequisites: ARTH 109 or MUSC 109

Artistic and scholarly investigation into the soundscape—the totality of the sonic environment invested with significance by human imagination. Creative work in media of the students choice, including new and cross-disciplinary media such as sound art, installation art, electronic music, phonography, instrument construction and the internet. Critical writing about creative work and its social and historical situation. Cross-listed as MUSC 424.

**ARTV 429 | INTERMEDIATE/ADVANCED PAINTING****Units: 4 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: ARTV 328

A multi-level course designed to refine the technical skills of intermediate and advanced students, while developing their individual concerns through a cohesive series of paintings. Assignments, presentations, and readings will challenge the student to consider a variety of thematic and stylistic approaches to the art of painting. May be repeated for credit.

**ARTV 490 | SENIOR THESIS STUDIO SEMINAR****Units: 4 Repeatability: No****Core Attributes: Oral communication competency**

A studio-seminar course designed for Visual Art majors in their senior year to help prepare them for ARTV 496 – Senior Exhibition Project. Students will develop a mature body of work in their selected discipline(s) and formulate critical positions on their work through readings, lectures and cross-disciplinary discussions pertaining to a range of creative practices. Required for all Visual Art majors in their senior year. Fall semester.

**ARTV 494 | SPECIAL TOPICS IN VISUAL ARTS****Units: 0.5-4 Repeatability: Yes (Repeatable if topic differs)**

An in-depth investigation in a studio setting of selected topics in the visual arts. Issues of current and historical interests, methods, and techniques are addressed. May be repeated when topic changes. Two sections may be enrolled in concurrently if topic differs.

**ARTV 495 | SENIOR THESIS****Units: 1 Repeatability: No**

This course requires the student to mount an exhibition of his or her most significant art work carried out during undergraduate education; present a written thesis that analyzes the development of, and influences on, his/her work; and participate in an oral defense of that thesis with the art faculty and their peers. Senior Exhibition Project should be taken in the final semester of the senior year. Every semester.

**ARTV 496 | SENIOR THESIS****Units: 1**

This course requires the student to mount an exhibition of his or her most significant art work carried out during undergraduate education; present a written thesis that analyzes the development of, and influences on, his/her work; and participate in an oral defense of that thesis with the art faculty and their peers. Senior Exhibition Project should be taken in the final semester of the senior year. Every semester.

**ARTV 498 | STUDIO INTERNSHIP****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: Experiential**

The practice of the specialized skills, tools, basic materials and production techniques at local professional art and design studios under the direct supervision of their senior staff. Students will present a written report to the faculty.

**ARTV 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A project developed by the student in coordination with an instructor. The project should investigate in-depth a field of interest to the student not covered by established visual arts courses.

# GRADUATE

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## Graduate Programs

USD offers 28 master's degrees, three doctoral degrees, the JD, and five LLM degrees. Across all of our graduate programs, award-winning faculty engage students through small class sizes, hands-on research, and real-world global experiences and knowledge. The is the list (p. 575) of degrees currently offered. Detailed information about these degrees is available through the **Graduate Course Catalog** and the **School of Law**.

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

## Reservation of the Right to Modify

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

## Responsibility of Students

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

## 2021-2022 Graduate Catalog of Record (pdf)

PDF of next catalog not yet available

## Archived Graduate Course Catalogs

- Graduate Course Catalog 2020-2021 (<https://catalogs.sandiego.edu/pdf/2020-2021-graduate.pdf>)
- Graduate Course Catalog 2019-2020 (<https://catalogs.sandiego.edu/pdf/2019-2020-graduate.pdf>)
- Graduate Course Catalog 2018-2019 (<http://catcher.sandiego.edu/items/usd/2018-2019-graduate.pdf>)
- Graduate Course Catalog 2017-2018 (<http://catcher.sandiego.edu/items/usd/2017-18-graduate.pdf>)
- Graduate Course Catalog 2016-2017 ([http://catcher.sandiego.edu/items/usd/grad\\_2016-2017.pdf](http://catcher.sandiego.edu/items/usd/grad_2016-2017.pdf))
- Graduate Course Catalog 2015-2016 (<http://catcher.sandiego.edu/items/usd/2015-16-graduate.pdf>)
- Graduate Course Catalog 2013-2015 ([http://catcher.sandiego.edu/items/usd/2013\\_Graduate.pdf](http://catcher.sandiego.edu/items/usd/2013_Graduate.pdf))
- Graduate Course Catalog 2011-2013 ([http://catcher.sandiego.edu/items/usd/Grad\\_2011.pdf](http://catcher.sandiego.edu/items/usd/Grad_2011.pdf))

- Graduate Course Catalog 2009-2011 ([http://catcher.sandiego.edu/items/usd/GradBulletin\\_09\\_New.pdf](http://catcher.sandiego.edu/items/usd/GradBulletin_09_New.pdf))

For archived Graduate Course Catalogs prior to 2009, please contact the Office of the Registrar.

# Graduate Academic Calendar

*2021-2022 Graduate Academic Calendar*  
(<https://catalogs.sandiego.edu/graduate/calendar/2020-2021/>)

## Archives

- 2020-2021 Graduate Academic Calendar (<https://catalogs.sandiego.edu/graduate/calendar/2020-2021/>)
- 2019-2020 Graduate Academic Calendar (<https://catalogs.sandiego.edu/graduate/calendar/2019-2020/>)
- 2018-2019 Graduate Academic Calendar (p. 548)
- 2017-2018 Graduate Academic Calendar (p. 549)
- 2016-2017 Graduate Academic Calendar (p. 550)
- 2015-2016 Graduate Academic Calendar (p. 552)

For archived, proposed and law school calendars, please visit the Provost Office website (<http://www.sandiego.edu/academics/academic-calendars/>).

## 2018-19 Graduate Academic Calendar

(Please send any corrections to K ([kscialabba@sandiego.edu](mailto:kscialabba@sandiego.edu))ristin Scialabba ([kscialabba@sandiego.edu](mailto:kscialabba@sandiego.edu))).

### Fall Semester 2018

#### August

29	Wed.	Final Registration/Fee Payment without penalty
30	Thurs.	Late Charges Begin

#### September

3	Mon.	Labor Day holiday (No Classes; Offices Closed)
5	Wed.	Classes Begin
13	Thurs.	Mass of the Holy Spirit
14	Fri.	Last day to enroll in classes and to drop a class without a 'W'
		Deadline 100 percent tuition refund
21	Fri.	Deadline 90 percent tuition refund
28	Fri.	Deadline 80 percent tuition refund

#### October

1	Mon.	Financial aid applications for Intercession 2019 available
		2019-2020 Free Application for Federal Student Aid (FAFSA) available
2-30	Tues.- Tues.	Online class reservation for Intercession 2019
5	Fri.	Deadline 70 percent tuition refund
11	Thurs.	Last day to petition for May 2019 graduation
12	Fri.	Deadline 60 percent tuition refund
19	Fri.	Fall Holiday (no classes)
22	Mon.	Deadline 50 percent tuition refund
		Mid-Term Grades Due

### November

1	Thurs.	Priority deadline for Intercession 2019 financial aid applications
		Walk-in registration begins for Intercession 2019 at the One Stop Student Center
		Class reservation begins for Spring 2019
2	Fri.	Deadline to select grade or Pass/Fail option
13	Tues.	Last day to withdraw from classes with a 'W'
		Deadline for removal of Incompletes from prior semester/ Summer Sessions
21-23	Wed.- Fri.	Thanksgiving Holiday (no classes; office closed Thursday and Friday)
30	Fri.	Deadline for completion of dissertation defense for January 2019 graduation (PhD)

### December

1	Sat.	Intercession 2019 tuition/fee due date
14	Fri.	Last day of classes
		Deadline for online submission of master's thesis/doctoral dissertation for January 2019 graduation
15-16	Sat.- Sun.	Study Days
17-21	Mon.- Fri.	Final Examinations
21	Fri.	Last day to petition for August 2019 graduation

### Intercession 2019 (optional)

*Thursday, January 3–Wednesday, January 23*  
*January*

3	Thurs.	First day of Intercession classes
21	Mon.	Martin Luther King Jr. holiday (No Classes, Offices Closed)
23	Wed.	Last day of Intercession classes

For specific courses, dates and registration procedures for Summer Sessions, visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>).

### Spring Semester 2019

#### January

2	Wed.	Fall 2018 final grades due
21	Mon.	Martin Luther King Jr. holiday (No Classes, Offices Closed)
24	Thurs.	Final registration/fee payment without penalty
25	Fri.	Late Charges Begin
28	Mon.	Classes Begin
31	Thurs.	All-Faith Service

#### February

1	Fri.	Financial aid applications for Summer 2019 available
6	Wed.	Last day to enroll in classes and to drop a class without a 'W'
		Deadline 100 percent tuition refund
13	Wed.	Deadline 90 percent tuition refund
20	Wed.	Deadline 80 percent tuition refund
27	Wed.	Deadline 70 percent tuition refund

## March

1-29	Fri.- Fri..	Online class reservation for Summer Sessions 2019
4-8	Mon.- Fri.	Spring Break (No Classes)
13	Wed.	Deadline 60 percent tuition refund
17	Sun.	Priority deadline for Summer 2019 financial aid applications
20	Wed.	Mid-term grades due
		Deadline 50 percent tuition refund

## April

1	Mon.	Priority deadline for Graduate Fall 2019/Spring 2020 financial aid applications
2	Tues.	Walk-in registration begins for Summer Sessions 2019 at the One Stop Student Center Class reservation begins for Fall 2019
11	Thurs.	Last day to withdraw from classes with "W" Deadline for removal of Incompletes from prior semester and Intersession
18-22	Thurs.- Mon.	Easter Break (no classes)
26	Fri.	Deadline for completion of dissertation defense for May 2019 graduation (PhD, EdD)

## May

1	Wed.	Summer 2019 tuition/fee due date
13	Mon.	Deadline for online submission of master's thesis/doctoral dissertation for May 2019 graduation
15	Wed.	Last day of classes
16	Thurs.	Study Day
17-23	Fri.- Thurs.	Final Examinations
19	Sun.	Graduate Schools Commencement Ceremony I (SOLES/PCE) <b>PROPOSED</b>
23	Thurs.	Last day to petition for January 2020 graduation
25	Sat.	Graduate Schools Commencement Ceremony II (CAS, PJS, SBA, Eng. Nursing) <b>PROPOSED</b>
31	Fri.	Spring 2019 Final Grades Due

## Summer 2019 (optional)

Monday, June 3-Friday, August 23

June/July/August

June		
3	Mon.	First day of Summer Sessions
July		
4	Thurs.	Independence Day holiday (no classes, offices closed)
26	Fri.	Deadline for dissertation defense for August 2019 graduation (PhD)
August		
9	Fri.	Deadline for online submission of Masters' Thesis and Doctoral Dissertations for August 2019 graduation
23	Fri.	Last day of summer session classes

For specific courses, dates and registration procedures for Summer Sessions, visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## Graduate Calendar 2017-18

(Please send any corrections to Annie O'Brien ([aobrien@sandiego.edu](mailto:aobrien@sandiego.edu))).

## Fall Semester 2017

### August

30	Wed.	Final Registration/Fee Payment without penalty
31	Thurs.	Late Charges Begin

### September

4	Mon.	Labor Day holiday (no classes; offices closed)
6	Wed.	Classes Begin
14	Thurs.	Mass of the Holy Spirit
15	Fri.	Last day to enroll in classes and to drop a class without a 'W' Deadline 100 percent tuition refund
22	Fri.	Deadline 90 percent tuition refund
29	Fri.	Deadline 80 percent tuition refund

### October

1	Sun.	Financial aid applications for Intersession 2018 available 2018-2019 Free Application for Federal Student Aid (FAFSA) available
2-30	Mon.- Mon.	Online class reservation for Intersession 2018
6	Fri.	Deadline 70 percent tuition refund
11	Wed.	Last day to petition for May 2018 graduation
13	Fri.	Deadline 60 percent tuition refund
20	Fri.	Fall Holiday (no classes)
23	Mon.	Deadline 50 percent tuition refund

### November

1	Wed.	Priority deadline for Intersession 2018 financial aid applications Walk-in registration begins for Intersession 2018 at the One Stop Student Center Class reservation begins for Spring 2018
2	Thurs.	Deadline to select grade or Pass/Fail option
9	Thurs.	Last day to withdraw from classes with a 'W' Deadline for removal of Incompletes from prior semester/ Summer Sessions
22-24	Wed.- Fri.	Thanksgiving Holiday (no classes; office closed Thursday and Friday)
30	Thurs.	Deadline for completion of dissertation defense for January 2018 graduation (PhD, EdD)

### December

15	Fri.	Last day of classes Deadline for online submission of master's thesis/doctoral dissertation for January 2018 graduation
16-17	Sat.- Sun.	Study Days



18-22	Mon.- Fri.	Final Examinations
20	Wed.	Last day to petition for August 2018 graduation

## Interession 2018 (optional)

*Wednesday, January 3-Tuesday, January 23*

### January

3	Wed.	First day of Interession classes
15	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
23	Tues.	Last day of Interession classes

For specific courses, dates and registration procedures for Summer Sessions 2016 visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## Spring Semester 2018

### January

2	Mon.	Fall 2016 final grades due
25	Thurs	Final registration/fee payment without penalty
29	Mon.	Classes Begin

### February

1	Thurs.	Financial aid applications for Summer 2018 available All Faith Service
7	Wed.	Last day to enroll in classes and to drop a class without a "W" Deadline 100 percent tuition refund
14	Wed.	Deadline 90 percent tuition refund
21	Wed.	Deadline 80 percent tuition refund
28	Wed.	Deadline 70 percent tuition refund

### March

1-29	Thurs.- Thurs.	Online class reservation for Summer Sessions 2018
7	Wed.	Deadline 60 percent tuition refund
17	Sat.	Priority deadline for Summer 2018 financial aid applications
14	Wed.	Deadline 50 percent tuition refund
26-April 2	Mon.- Mon.	Spring/Easter break (no classes)
29	Thurs.	Deadline to select grade or Pass/Fail option

### April

1	Sun.	Priority deadline for Graduate Fall 2018/Spring 2019 financial aid applications
3	Tues.	Walk-in registration begins for Summer Sessions 2018 at the One Stop Student Center Class reservation begins for Fall 2018
5	Thurs.	Last day to withdraw from classes with "W" Deadline for removal of Incompletes from prior semester and Interession
26	Thurs.	Deadline for completion of dissertation defense for May 2018 graduation (PhD, EdD)

## May

14	Mon.	Deadline for online submission of master's thesis/doctoral dissertation for May 2018 graduation Last day of classes
15-16	Tues.- Wed.	Study Days
17-23	Thurs.- Wed.	Final Examinations
19	Saturday	Law School Commencement Ceremony
20	Sun.	Graduate Schools Commencement Ceremony I (SOLES/PCE)
23	Wed.	Last day to petition for January 2019 graduation
26	Sat.	Graduate Schools Commencement Ceremony II (CAS, PJS, SBA, Eng. Nursing)
31	Thurs.	Spring 2018 Final Grades Due

## Summer 2018 (optional)

*Monday, June 4-Friday, August 24*

### June/July/August

June		
4	Mon.	First day of Summer Sessions
July		
4	Wed.	Independence Day holiday (no classes, offices closed)
26	Thursday	Deadline for dissertation defense for August 2018 graduation (PhD)
August		
9	Thursday	Deadline for on-line submission of Masters' Thesis and Doctoral Dissertations for August 2018 graduation
24	Fri.	Last day of summer session classes

For specific courses, dates and registration procedures for Summer Sessions 2017 visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## Graduate Calendar 2016-17

## Fall Semester 2016

### August

24	Wed.	Final Registration/Fee Payment without penalty
25	Thurs.	Late Charges Begin
31	Wed.	Classes Begin

### September

5	Mon.	Labor Day holiday (no classes; offices closed)
8	Thurs.	Mass of the Holy Spirit
12	Mon.	Last day to enroll in classes and to drop a class without a "W" Deadline 100 percent tuition refund
19	Mon.	Deadline 90 percent tuition refund
26	Mon.	Deadline 80 percent tuition refund

## October

1	Sat.	Financial aid applications for Intersession 2017 available
3-28	Mon.- Fri.	Online class reservation for Intersession 2017
3	Mon.	Deadline 70 percent tuition refund
10	Mon.	Deadline 60 percent tuition refund
12	Wed.	Last day to petition for May 2017 graduation
17	Mon.	Deadline 50 percent tuition refund
21	Fri.	Fall Holiday (no classes)

## November

1	Tues.	Priority deadline for Intersession 2017 financial aid applications
		Walk-in registration begins for Intersession 2017 at the One Stop Student Center
		Class reservation begins for Spring 2017
2	Wed.	Deadline to select grade or Pass/Fail option
9	Wed.	Last day to withdraw from classes with a 'W'
		Deadline for removal of Incompletes from prior semester/ Summer Sessions
11	Fri.	Final fee payment deadline for Intersession 2017 online registration
23-25	Wed.- Fri.	Thanksgiving Holiday (no classes; office closed Thursday and Friday)
30	Wed.	Deadline for completion of dissertation defense for January 2017 graduation (PhD, EdD)

## December

12	Mon.	Last day of classes
		Deadline for online submission of master's thesis/doctoral dissertation for January 2017 graduation
13	Tues.	Study Day
14-20	Wed.- Tues.	Final Examinations
20	Tues.	Last day to petition for August 2017 graduation

## Intersession 2017 (optional)

*Tuesday, January 3-Monday, January 23*

### January

3	Tues.	First day of Intersession classes
16	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
23	Mon.	Last day of Intersession classes

For specific courses, dates and registration procedures for Summer Sessions 2016 visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## Spring Semester 2017

### January

2	Mon.	Fall 2016 final grades due
20	Fri.	Final registration/fee payment without penalty
26	Thurs.	Classes Begin

### February

1	Wed.	Financial aid applications for Summer 2017 available
2	Thurs.	All Faith Service
6	Mon.	Last day to enroll in classes and to drop a class without a 'W'
		Deadline 100 percent tuition refund
13	Mon.	Deadline 90 percent tuition refund
20	Mon.	Deadline 80 percent tuition refund
27	Mon.	Deadline 70 percent tuition refund

### March

1-30	Wed.- Thurs.	Online class reservation for Summer Sessions 2017
6-10	Mon.- Fri.	Spring Break
13	Mon.	Deadline 60 percent tuition refund
17	Fri.	Priority deadline for Summer 2017 financial aid applications
20	Mon.	Deadline 50 percent tuition refund
30	Thurs.	Deadline to select grade or Pass/Fail option

### April

1	Sat.	Priority deadline for Fall 2017 and Spring 2018 financial aid applications
3	Mon.	Walk-in registration begins for Summer Sessions 2017 at the One Stop Student Center
		Class reservation begins for Fall 2017
5	Wed.	Last day to withdraw from classes with "W"
		Deadline for removal of Incompletes from prior semester and Intersession
13-17	Thurs.- Mon.	Easter Break
26	Wed.	Deadline for completion of dissertation defense for May 2017 graduation (PhD, EdD)

## May

1	Mon.	Final fee payment deadline for Summer Sessions 2017 online registration
15	Mon.	Deadline for online submission of master's thesis/doctoral dissertation for May 2017 graduation
		Last day of classes
16-17	Tues.- Wed.	Study Days
24	Wed.	Last day to petition for January 2018 graduation
18-24	Thurs.- Wed.	Final Examinations
27-28	Sat.- Sun.	Commencements
31	Wed.	Spring 2017 Final Grades Due

## Summer 2017 (optional)

### June/July/August

Monday, June 5- Friday, August 25

June		
5	Mon.	First day of Summer Sessions
July		
4	Tues.	Independence Day holiday (no classes, offices closed)
26	Wed.	Deadline for completion of dissertation defense for August 2017 graduation (PhD, EdD)
August		
2	Wed.	Deadline for online submission of master's thesis/doctoral dissertation for August 2017 graduation
25	Fri.	Last day of summer session classes

For specific courses, dates and registration procedures for Summer Sessions 2017 visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## Graduate Calendar 2015-16

### Fall Semester 2015

### August

26	Wed.	Final Registration/Fee Payment without penalty
27	Thurs.	Late Charges Begin

### September

2	Wed.	Classes Begin
7	Mon.	Labor Day holiday (no classes; offices closed)
10	Thurs.	Mass of the Holy Spirit
14	Mon.	Last day to enroll in classes and to drop a class without a 'W'
		Deadline 100 percent tuition refund
21	Mon.	Deadline 90 percent tuition refund
28	Mon.	Deadline 80 percent tuition refund

### October

1	Thurs.	Financial aid applications for Intercession 2016 available
1-29	Thurs.- Thurs.	Online class reservation for Intercession 2016

5	Mon.	Deadline 70 percent tuition refund
16	Friday	Deadline to petition for May or August 2016 graduation
19	Mon.	Deadline 60 percent tuition refund
23	Fri.	Fall Holiday (no classes)
27	Tues.	Deadline 50 percent tuition refund

## November

1	Tues.	Priority deadline for Intercession 2016 financial aid applications
2	Mon.	Walk-in registration begins for Intercession 2016 at the One Stop Student Center
		Class reservation begins for Spring 2016
3	Tues.	Deadline to select grade or Pass/Fail option
10	Tues.	Last day to withdraw from classes with a 'W'
		Deadline for removal of Incompletes prior semester/summer sessions
13	Fri.	Final fee payment deadline for Intercession 2016 online registration
25-27	Wed.- Fri.	Thanksgiving Holiday (no classes; office closed Thursday and Friday)
30	Mon.	Deadline for completion of dissertation defense for Jan. 2016 graduation (PhD, EdD)

## December

14	Mon.	Last day of classes
		Deadline for online submission of master's thesis/doctoral dissertation for January 2016 graduation
15	Tues.	Study Day
16-22	Wed.- Tues.	Final examinations
22	Tues.	Last day to petition for Aug. 2016 graduation

## Intercession 2016 (optional)

For specific courses, dates and registration procedures for Intercession 2016 visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

### January

4	Mon.	First day of Intercession classes
18	Mon.	Martin Luther King Jr. holiday (no classes, offices closed)
22	Fri.	Last day of Intercession classes

## Spring Semester 2016

### January

4	Mon.	Fall 2015 Final Grades Due
21	Thurs.	Final registration and final fee payment deadline without penalty
22	Fri.	Late Charges Begin
25	Mon.	Classes Begin
28	Thurs.	All Faith Service

### February

1	Mon.	Financial aid applications for Summer 2016 available
3	Wed.	Last day to enroll in classes and to drop a class without a 'W'
		Deadline 100 percent tuition refund

10	Wed.	Deadline 90 percent tuition refund
17	Wed.	Deadline 80 percent tuition refund
24	Wed.	Deadline 70 percent tuition refund

## March

1-30	Tues.- Wed.	Online class reservation for Summer Sessions 2016
9	Wed.	Deadline 60 percent tuition refund
16	Wed.	Deadline 50 percent tuition refund
17	Thurs.	Priority deadline for Summer 2016 financial aid applications
21-28	Mon.- Mon.	Spring break/Easter holiday (no classes)
29	Tues.	Deadline to select grade or Pass/Fail option

## April

1	Fri.	Last day to withdraw from classes with a 'W'
		Deadline for removal of Incompletes from prior semester and Intersession
		Priority deadline for Fall 2015 and Spring 2016 financial aid applications
4	Mon.	Class reservation begins for Fall 2016
		Walk-in registration begins for Summer Sessions 2016 at the One Stop Student Center
8	Fri.	Final fee payment deadline for Summer Sessions 2016 online registration
27	Wed.	Deadline for completion of dissertation defense for May 2016 graduation (PhD, EdD)

## May

9	Mon.	Last day of classes
		Deadline for online submission of master's thesis/doctoral dissertation for May 2016 graduation
10-11	Tues.- Wed.	Study Days
12-18	Thurs.- Wed.	Final Examinations
18	Wed.	Last day to petition for January 2017 graduation
21-22	Sat. - Sun.	Commencements
24	Tues.	Spring 2016 final grades due

## Summer 2016 (optional)

*Monday, June 6-Friday, August 26*

*June, July, August*

June		
6	Mon.	First day of Summer Sessions
July		
4	Mon.	Independence Day holiday (no classes, offices closed)
27	Wed.	Deadline for completion of dissertation defense for August 2016 graduation (PhD, EdD)
August		

3	Mon.	Deadline for online submission of master's thesis/doctoral dissertation for August 2016 graduation
26	Fri.	Last day of Summer sessions

For specific courses, dates and registration procedures for Intersession 2016 visit [www.sandiego.edu/sio](http://www.sandiego.edu/sio) (<http://www.sandiego.edu/sio/>)

## About the University of San Diego

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

USD is on the edge of changing the world.

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

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

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

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

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

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

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

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

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



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

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

## Mission and Core Values

### *Vision Statement*

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

#### Mission Statement

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

#### Core Values

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

### *Academic Excellence*

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

### *Knowledge*

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

### *Community*

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

### *Ethical Conduct*

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

## Compassionate Service

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

## The Campus

The campus name, Alcalá Park, is a nod to Alcalá de Henares, a town near Madrid, Spain, founded by the Greeks. The Moslems renamed the town Al Kala, "the castle," and it later became the site of San Ildefonso university. Like its namesake, USD is on a prominent hilltop where it attains landmark status in the city.

The USD campus is at the western end of Kearny Mesa and features commanding views of the Pacific Ocean, Mission Bay, San Diego Bay and the surrounding mountains. The campus is in America's seventh largest urban area, ideally close to the business, research, cultural, residential and recreational centers of California's birthplace and its second largest city.

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

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

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

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

Other key buildings include: the original nursing building and the Betty and Bob Beyster Institute for Nursing Research, Advanced Practice, and Simulation (home to the Hahn School of Nursing and Health Science); the Helen K. and James S. Copley Library; Loma Hall and the Belanich Engineering Center (home to the Shiley-Marcos School of Engineering); the Manchester Executive Conference Center; Olin Hall (home to the School of Business); the Ernest and Jean Hahn University Center; the Student Life Pavilion; the Joan B. Kroc Institute for Peace & Justice (home to the Kroc School of Peace Studies); the Donald P. Shiley Center for Science and Technology; the Degheri Alumni Center; and Mother Rosalie Hill Hall (home to the School of Leadership and Education Sciences). The Learning Commons, USD's newest academic building, is expected to open in Fall 2020.

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

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

firsthand insight into Mexican culture. The University of San Diego is constantly thinking about what lies ahead, just beyond the horizon — because from the horizon, USD's vision has no limit.

#### A Nonprofit Corporation

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

## Accreditation

### *Official Recognition and Accreditation*

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

The USD Department of Chemistry is on the list of colleges and universities approved by the American Chemical Society, 1155 Sixteenth St., N.W., Washington, D.C. 20036; (800) 333-9511.

The undergraduate and graduate programs of the School of Business are accredited by the AACSB International – The Association to Advance Collegiate Schools of Business, 777 South Harbour Island Blvd., Suite 750, Tampa, FL 33602-5730; (813) 769-6500.

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

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

The Marital and Family Therapy program in the School of Leadership and Education Sciences is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), 112 South Alfred St., Alexandria, VA 22314; (703) 253-0473.

The Professional Education Unit (PEU) in the School of Leadership and Education Sciences is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation includes Learning and Teaching, School Counseling, Special Education and School Leadership programs. NCATE is a subsidiary of the Council for Accreditation of Education Preparation (CAEP), 1140 19<sup>th</sup> St., NW, Suite 400, Washington, D.C. 20036; (202) 223-70077, and is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

The university is authorized by the California Commission on Teacher Credentialing (CTC), 1900 Capitol Ave., Sacramento, CA 95814; (<https://www.ctc.ca.gov/commission/reports/data/>), to recommend candidates for the Multiple Subject and Single Subject teaching credentials, the Education Specialist Credential (Special Education), the 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), 2900 Crystal Drive, Suite 100, Arlington, VA 22202; (888) 232-7733).

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

The School of Law is accredited by the American Bar Association, 1050 Connecticut Ave., NW, Suite 400, Washington, DC 20036; (202) 662-1000 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 Research on Nonprofit Organizations and Voluntary Action  
 Association for the Advancement of Sustainability in Higher Education  
 Association of American Colleges and Universities  
 Association of American Law Schools  
 Association of Borderlands Studies  
 Association of Catholic Colleges and Universities (ACCU)  
 Association of College Administration Professionals (ACAP)  
 Association of College and University Housing Officers–International  
 Association of College Unions International  
 Association of Collegiate Conference and Events Directors  
 Association of Continuity Planners  
 Association of Corporate Counsel  
 Association of Governing Boards of Universities and Colleges  
 Association of Graduate Schools in Catholic Colleges and Universities  
 Association of Higher Education Facilities Officers  
 Association of Independent California Colleges and Universities (AICCU)  
 Association of International Education Administrators  
 Association of NROTC Colleges and Universities

- Association of Rocky Mountain College and University Mail Services (ARMCUMS)  
 Association of Student Affairs at Catholic Colleges and Universities  
 Association of the U.S. Army  
 Balboa Art Conversion Center  
 Better Business Bureau  
 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  
 NAFA: Association of International Educators  
 National Alliance of Business  
 National Association for Campus Activities (NACA)  
 National Association for Law Placement  
 National Association for President's Assistants in Higher Education  
 National Association of Athletic Development Directors  
 National Association of Basketball Coaches  
 National Association for Campus Activities (NACA)  
 National Association of Campus Card Users  
 National Association of College Admission Counselors  
 National Association of College and University Attorneys  
 National Association of College and University Business Officers (NACUBO)  
 National Association of College and University Food Service  
 National Association of College and University Mail Services  
 National Association of College Stores and Campus Computer Resellers Alliance  
 National Association of Colleges and Employers  
 National Association of Collegiate Concessionaires  
 National Association of Collegiate Directors of Athletics  
 National Association of Collegiate Marketing Administrators  
 National Association of Convenience Stores  
 National Association of Educational Procurement  
 National Association of Foreign Student Affairs (NAFSA)  
 National Association of Independent Colleges and Universities (NAICU)  
 National Association of Student Financial Aid Administrators  
 National Association of Student Personnel Administrators (NASPA)  
 National Association of Women in Higher Education  
 National Athletic Training Association  
 National Collegiate Athletic Association  
 National Collegiate Honors Council  
 National Communication Association  
 National Council for Accreditation of Teacher Education  
 National Council for Research on Women  
 National Fastpitch Coaches Association  
 National Fire Protection Association  
 National Intramural-Recreation Sports Association  
 National Letter of Intent Program  
 National Restaurant Association  
 National Soccer Coaches Association of America  
 National Strength and Conditioning Association  
 North American Association of Summer Sessions  
 Order of the Coif  
 Otay Mesa Chamber of Commerce  
 Pacific Association of Collegiate Registrars and Admissions Officers  
 Phi Beta Kappa Society  
 Pacific Coast Softball Conference  
 Phi Delta Kappa  
 Pioneer Football League  
 Professional and Organizational Development Network in Higher Education  
 Risk & Insurance Management Society  
 Rotary Club of San Diego  
 San Diego Business Journal  
 San Diego City Schools University & College Police Chiefs Association  
 San Diego Convention and Visitors Bureau  
 San Diego County Alcohol Policy Panel  
 San Diego Economic Development Corporation  
 San Diego Law Enforcement Training Managers Association (SDTMA)  
 San Diego Regional Chamber of Commerce  
 San Diego Regional Economic Development Corporation  
 San Diego World Affairs Council

Society for College and University Planning  
 Society for Collegiate Travel Management  
 Society of Human Resource Management  
 South California Higher Education Recruitment Consortium  
 Southern California Consortium on International Studies  
 Student & Youth Travel Association (SYTA)  
 Teachers of English to Speakers of Other Languages (TESOL)  
 The Trusteeship  
 Tuition Exchange  
 Unique Venues  
 United States Naval Institute  
 University Council for Educational Administration  
 University Risk Management and Insurance Association  
 Urban League  
 Used Book Association  
 West Coast Conference  
 Western Association of College and University Business Officers (NACUBO)  
 Western Association of College and University Housing Officers  
 Western Association of Graduate Schools  
 Western Association of Schools and Colleges  
 Western College Association and Western Association of Schools and Colleges (WASC)  
 Western Athletic Conference  
 Western Economic Association International  
 Western Institute of Nursing  
 Western Intercollegiate Rowing Association  
 Women's Basketball Coaches Association

## Policies

### *State of California Formal Complaint Procedure*

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at: 2535 Capitol Oaks Drive, Suite 400 Sacramento, CA 95833; <http://bppe.ca.gov> (<http://bppe.ca.gov/>); (916) 431-6924; (Phone) (916) 263-1897 (FAX)

### *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.

## Harassment (Sexual Misconduct and Relationship Violence)

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

In order to address its responsibilities under these laws, the university has implemented standards, reporting procedures, and response protocols that apply to incidents of sexual assault, domestic violence, dating violence, stalking, and sexual exploitation. For more information, please see the university's Sexual Misconduct and Relationship Violence Reporting and Response Standards and Protocols (<http://www.sandiego.edu/conduct/the-code/university-policies/sexual-assault-standards.php>).

## Complaint Procedure

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

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

### Complaints Against Administrators or Staff:

Director of Title IX, EEO and Employee Relations  
Maher Hall, Room 101  
5998 Alcalá Park

San Diego, CA 92110  
(619) 260-4594

### Complaints Against Students:

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

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

### Complaints Against Faculty:

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

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

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

Dean, Shiley-Marcos School of Engineering  
Loma Hall 336  
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 the Department of Public Safety, a dean, the vice president and provost, or the president.

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

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

## *Investigation and Corrective Action*

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

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

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

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

## *Retaliation Prohibited*

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

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

## *Right to Appeal*

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

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

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

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

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

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

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

## *Other Resources*

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

## *Acts of Intolerance*

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

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

For the purpose of these Response Procedures, an act of intolerance is conduct that adversely and unfairly targets an individual or group on the basis of one or more of the following actual or perceived characteristics: (1) gender or gender

identity; (2) race or ethnicity; (3) disability; (4) religion; (5) sexual orientation; (6) nationality; or (7) age.

Some acts of intolerance rise to the level of a hate crime. Under California law, a hate crime means a criminal act committed, in whole or in part, because of one or more of the following actual or perceived characteristics of the victim(s).

Hate crimes are not separate distinct crimes, but rather are traditional offenses motivated by the offender's bias. Hate crimes may include crimes involving not only offenses against persons but also offenses involving damage to property, such as breaking windows of religious institutions, spray painting walls with offensive words and/or symbols, or defacing or burning property. It is a violation of both California law and university policy to commit a hate crime.

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

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

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

To make a report of a hate crime, contact:

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

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

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

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

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

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

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

Dean, College of Arts and Sciences  
Founders Hall 114

Phone: (619) 260-4545

Dean, School of Business  
Olin Hall 341  
Phone: (619) 260-4886

Dean, School of Leadership and Education Sciences  
Mother Rosalie Hall 205  
Phone: (619) 260-4540

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

Dean, Hahn School of Nursing and Health Science  
Hahn School of Nursing  
Phone: (619) 260-4550

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

Dean, Shiley-Marcos School of Engineering  
Loma Hall 336  
Phone: (619) 260-4627

**Note:** Complaints that fall within the scope of the Policy Prohibiting Discrimination and Harassment (<http://www.sandiego.edu/legal/policies/community/institutional/discrimination.pdf>) also may be reported in the manner described by that policy.

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

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

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

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

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

The university will take appropriate corrective or other responsive action, consistent with current policies and procedures, based upon the findings of the investigation. The employee or student who made the complaint will be advised of the results of the investigation, unless doing so is prohibited by FERPA or other applicable law. Similarly, an employee or student who is accused of engaging in the conduct that resulted in the report will be advised of the results of the investigation.

The university will consider the facts and circumstances of each reported act of intolerance to determine whether a communication to the campus community

about the incident is appropriate, taking into consideration various interests such as safety and confidentiality. The university's Sensitive Issues Team or Critical Incident Response Team may be involved in evaluating the appropriate type of communication in a particular case.

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

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

To learn more about how to get involved in promoting awareness and openness, and USD's efforts to educate our community, please visit [www.sandiego.edu/unitedfront/](http://www.sandiego.edu/unitedfront/) (<http://www.sandiego.edu/unitedfront/>)

## *Responsibility of Students*

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

## *Student Conduct*

Students attending USD are accountable to the Student Code of Rights and Responsibilities, which is published online at [www.sandiego.edu/conduct](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.

## *Smoking and Tobacco-Free Policy*

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

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

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

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

Additionally, smoking and tobacco products may not be sold, distributed or promoted on university property. The university will not accept smoking or

tobacco related advertising on university property or within any university published materials.

For the purpose of this policy:

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

The only exceptions to the policy include:

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

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

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

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

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

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



## Honor Societies

### *Phi Beta Kappa*

Phi Beta Kappa is the oldest and most prestigious academic honor society in the United States. Phi Beta Kappa was established in 1776 and has evolved to become the nation's leading advocate for the liberal arts and sciences at the undergraduate level. The society's distinctive emblem, the golden key, is widely recognized as a symbol of academic achievement. USD received its Phi Beta Kappa charter in 2003. To be eligible for membership, students must be majoring in an area of the liberal arts or sciences, hold senior standing, and have attained a GPA that places them in the top 10 percent of their class. Additional criteria for selection include intellectual integrity, tolerance, and a broad range of intellectual interests. Each spring a campus committee composed of Phi Beta Kappa faculty invites a select group of students to become members in the Society. Students who accept the invitation are then initiated into the Phi Beta Kappa Society in a formal ceremony. For more information about Phi Beta Kappa and the USD chapter, including the names of past inductees and faculty members, please follow this link to the chapter home page (<https://www.sandiego.edu/cas/student-opportunities/honor-societies/>).

### *Kappa Gamma Pi*

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

### *Mortar Board*

Mortar Board is a national honor society for college seniors which was founded in 1918 and chartered on the USD campus in the fall of 2000. The society recognizes in its members the qualities of scholastic achievement, outstanding leadership, and dedicated service to the university and the community. There are over 200 active chapters of Mortar Board at colleges throughout the country. To be eligible for membership, students must have junior standing in the spring semester with an overall GPA that places them in the top 35 percent of their class. Moreover, students must have participated and excelled in leadership and service activities during their college years. They must submit an information sheet, a resume, a letter of recommendation from a USD faculty member, and a personal essay for review by the current Mortar Board members. Admission to Mortar Board at USD is highly competitive and is restricted to approximately 30 students each year. USD's Mortar Board chapter is an active student organization and expects full participation from its members. Chapter members participate in bi-weekly meetings, an annual Faculty Appreciation Dinner, tutoring and other service

activities, interaction with San Diego's Mortar Board Alumni Chapter, social events, and fundraising for the STRIVE scholarship, which chapter members established for college bound seniors at Kearny High School who have excelled in scholarship, leadership, and service. Mortar Board members have the opportunity to apply for local and national Mortar Board scholarships and fellowships to be used for graduate study. Each year in February a letter is mailed to juniors who are in the top 35 percent of their class. The letter invites those students to submit their essay, letter of recommendation, and other required information for consideration for Mortar Board membership. Selected students are "tapped" in one of their classes by USD Mortar Board members. The Mortar Board Initiation ceremony occurs in April.

## University-Wide Centers

### *Academic Centers and Institutes*

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

#### *School of Business*

For centers and institutes within the School of Business, see here (p. 653).

#### *School of Leadership and Education Sciences*

For centers and institutes within the School of Leadership and Education Sciences, see here (p. 696).

#### *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*

#### *Ahlers Center for International Business*

Go to (p. 653) to (p. 653) for full details.

#### *Global Center*

Go to (<http://www.sandiego.edu/soles/global-center/>) for full details.

### *Institute on International and Comparative Law*

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

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

### *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) (<http://www.sandiego.edu/oiss/>)

## International Student Applicants

See here (<https://www.sandiego.edu/admissions/undergraduate/international-applicants/>).

## International Study Resources

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

## English Language Academy

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

The ELA courses for undergraduate or graduate students include language skills for academic and professional purposes. The program currently offers five levels of academic and TOEFL preparation courses. It is a year-round program with small class sizes and a cultural component. Students will be tested and placed in courses appropriate to their skill level, needs and goals. For more information, contact the English Language Academy at (619) 260-8887.

## The Humanities Center

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

## United Front Multicultural 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/).

The university's three university-wide centers are described below. In addition, the university has academic centers and institutes that are offered within the College and schools that bring faculty and students together to pursue research, service, and outreach on scholarly and social topics. The academic centers and institutes can be viewed at Centers and Institutes (<http://www.sandiego.edu/academics/centers-and-institutes.php>).

## Center for Ethics, Economics and Public Policy

The mission of the Center for Ethics, Economics and Public Policy is to shed light on social and political issues by bringing together rigorous teaching and scholarship from the disciplines of economics, moral philosophy, and political science. In support of this mission, the center sponsors a biannual debate series

featuring nationally-renowned scholars engaging in conversation on matters of public importance. The aim of these debates is not only to help produce a better-informed community, but to model civil and respectful dialogue in an age of increasing political polarization. In addition to its debate series, the center also sponsors various lectures, panel discussions, reading groups, and conferences open to students, faculty, and the broader San Diego community. For more information, please visit the center's webpage (<http://sandiego.edu/ccepp/>). For videos of past events, please view our YouTube page ([https://www.youtube.com/channel/UCW67a436EQyCB4\\_k7XGMOJg/](https://www.youtube.com/channel/UCW67a436EQyCB4_k7XGMOJg/)).

## Center for Inclusion and Diversity

The Center for Inclusion and Diversity (CID) at the University of San Diego serves the campus by coordinating, advocating, and assessing diversity and inclusion efforts across the institution. As a community of inquiry, the CID cultivates questions of difference and mutuality across curricular and co-curricular contexts. The University of San Diego holds deep commitment to developing and sustaining a diverse campus community in the broadest sense, including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin, and physical ability. The center is located in the University Center, Room 225 or go to Center for Inclusion and Diversity (<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 253, or (619) 260-4784.

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

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

### The Role of the Center

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

- *Develop* thought-provoking programs that will engage the university and local community in critical dialogue with the Catholic intellectual and cultural traditions
- *Promote* Catholic Social Teaching and its integration into the academic and institutional life of the university community
- *Organize* conferences, liturgical and cultural events and exhibits that showcase the Catholic Church's rich heritage and its contributions to the arts, letters and sciences and to all which ennoble humans to pursue what is right and just
- *Provide* faculty with opportunities and support for development and to create quality courses that expose students to the Catholic intellectual and cultural traditions

- *Showcase and Facilitate* the many exciting and important areas of USD life that embody the foundational ethos, vision and ongoing mission of the University through collaborative and bridge-building ventures across campus and beyond
- *Contribute* to key discussions pertaining to the Christian cultural, ecclesial, intellectual and social life at local, national and international level through research initiatives, projects and the ongoing core activities of the Center

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

## Campus Life

### Get Involved

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

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

Many students say it can help you:

- Connect with fellow students and faculty who share your passion for learning and life and who will support you on your journey
- Find your voice and lead by example
- Feel good about yourself by helping others who are in need
- Explore different subjects, topics and perspectives

Explore the possibilities provided by our dynamic campus environment!

## Alumni Association

The mission of the University of San Diego Alumni Association is to create and nurture a lifelong relationship between the university and its alumni.

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

The USD Alumni Association represents the interests of 63,000+ alumni in all 50 states and around the world. Some of the programs supported by the Alumni Association include Homecoming and Family Weekend, the USD Wine Classic, regional programs in 23 Torero Clubs in the U.S. and four locations abroad, student scholarships, student and alumni networking events and Alumni Honors. If you have questions about the USD Alumni Association please contact the office at (619) 260-4819 or go to [www.sandiego.edu/alumni/alumnirelations](http://www.sandiego.edu/alumni/alumnirelations) (<http://www.sandiego.edu/alumni/alumnirelations/>).

## Campus Recreation and Sports

Campus Recreation offers members of the university community many opportunities to use their leisure time constructively to complement USD's academic experience. Students are encouraged to use the facilities of the Sports Center at the east end of campus. Facilities include a heated swimming pool, a six-basket gym, two indoor volleyball courts, four tennis courts and exercise rooms. Other on-campus facilities include the Jenny Craig Pavilion McNamara Fitness Center, Mission Café and Fitness Center, Manchester multi-use field and the Valley soccer/multi-use field by the Mission Crossroads. In addition, sailing, water-skiing and surfing facilities and equipment at the Mission Bay Aquatic Center are available on a fee basis for use by the USD community. Students may also participate in the many recreation classes (as for-credit or non-credit) offered by the Campus Recreation department. Some of the classes include: golf, scuba, martial arts, yoga, dance, tennis, swimming, fitness and many additional leisure activity courses. In addition, students are encouraged to sign up as free agents or organize teams to participate in the more than 20 intramural leagues. Other leisure programs available throughout the year include a master's swim training program, injury rehabilitation, specialized weekend fitness classes and Group Ex Fitness. For more information, please visit the Campus Recreation (<http://www.sandiego.edu/campusrecreation/>) website.

### Special Events

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

### Intramural Sports

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

### Sports Clubs

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

### University Fitness

University Fitness (USD FIT) is a branch of Campus Recreation and is dedicated to developing the minds, bodies and souls of the campus community. Services are centered in the Bradford Lee Bosley 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 Mission Fitness Center (<http://www.sandiego.edu/mfc/>). USD community members may also enjoy informal use of the JCP McNamara Fitness Center and the Sports Center.

## Outdoor Adventures

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

## Athletics

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

## Athletic Eligibility

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

## Career Development Center

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 career decision-making, résumé writing, interviewing and job search strategies.

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

Located in Manchester Hall, Room 101, the main hub of the Career Development Center office is open Monday-Friday, 8:30 a.m.-5 p.m. For more information, go to Career Development Center (<http://www.sandiego.edu/careers/>), email [careers@sandiego.edu](mailto:careers@sandiego.edu), or phonet (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 MBA Careers (<http://www.sandiego.edu/business/programs/mba/career-services/>).

Additional career resources and services for Law students are managed through the office of Career and Professional Development at the Law School Warren Hall, Room 113. For more information, (619) 260-4529 or go to Law Careers (<http://www.sandiego.edu/law/careers/>).

## Child Development Center

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

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

The center operates from 7:15 a.m.-5:45 p.m., Monday-Friday, 48 weeks per year. Volunteers are welcome and encouraged to inquire. For additional information, including current tuition rates, please contact the center at (619) 260-4620 or visit MFCDC (<http://www.sandiego.edu/soles/mfcdc/>).

## Dining Services

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

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

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

For additional information on campus dining and meal plans, please visit Dining Services (<http://www.sandiego.edu/dining/>).

## Graduate Student Associations

### *Asian Students In Alliance (ASIA)*

ASIA serves as a support network for graduate students of Asian descent through personal and professional development and serves as a promoter of diversity, justice, and collaboration within the USD community.

For more information, please contact Linh Nguyen - [linhnguyen@sandiego.edu](mailto:linhnguyen@sandiego.edu)

### *Black Graduate Student Association (BGSA)*

BGSA exists to support the academic, social, and career development of Black graduate students at the University of San Diego. The organization hosts an annual Holiday Book drive for children with cancer, sponsors various events

pertaining to Black graduate students, and seeks to serve in a mentorship capacity for undergraduate students at the University of San Diego.

For more information, please contact Tanisha-Jean Martin - [tanishamartin@sandiego.edu](mailto:tanishamartin@sandiego.edu)

## ***Graduate Business Student Association (GBSA)***

GBSA is an organization for students - and led by students. We represent the graduate business students, promote career and professional development, facilitate camaraderie and enhance student life at the University of San Diego. We host events that support all these efforts, including: faculty versus student kickball games, club open houses, happy hours, beach days, community service activities and other culture enhancing events. We are made up of an executive board and general members.

For more information, please contact - [gbsa@sandiego.edu](mailto:gbsa@sandiego.edu) or visit The Graduate Business Student Association Facebook Page

## ***Graduate Nursing Student Association (GNSA)***

The purpose of the Graduate Nursing Student Association (GNSA) is to foster a communal relationship between School of Nursing and USD. GNSA serves to build and maintain a strong Nursing Community, advocate for student issues, and act as an intermediary between students and administration. We aim to enhance professional growth and community service by funding mission trips and funding requests for research, as well as empower students to explore healthcare issues in the community and other ways to improve.

For more information, please contact - [gnsa.usd@gmail.com](mailto:gnsa.usd@gmail.com) or visit The Graduate Nursing Student Association's Website

## ***Graduate Student Council (GSC)***

In support of the University of San Diego's mission and values, the GSC serves the University of San Diego graduate student communities. The GSC promotes opportunities for connection, addresses graduate student issues, and enriches a diverse, inclusive, and engaged community.

For more information, please contact - [gsc@sandiego.edu](mailto:gsc@sandiego.edu) or visit The Graduate Student Council's Website

## ***Management Consulting Association (MCA)***

The Management Consulting Association (MCA) facilitates in bridging the gap between consulting industry and graduate students. The club is instrumental in providing perspective to students through real world problems that management consultants deal within their respective careers. MCA also trains graduate students to become successful management consultants through mentorship programs, consulting projects, and case competitions.

For more information, please contact - [mcaboard@sandiego.edu](mailto:mcaboard@sandiego.edu) or visit <http://sites.sandiego.edu/mca/>

## ***Masters of Arts in International Relations Graduate Student Association (MAIR GSA)***

The University of San Diego's Master of Arts in International Relations Graduate Student Association (MAIR GSA) acts as a representative body for MAIR

graduate students in matters affecting graduate student life and affairs. MAIR GSA serves to increase the sense of community and alumni support within the MAIR program and to enhance value of the education and networking opportunities for MAIR students and alumni.

For more information, please contact - [mairgsa@sandiego.edu](mailto:mairgsa@sandiego.edu)

## ***National Association of Women MBAs (NAWMBA)***

The purpose of NAWMBA shall be to support the business, professional, and leadership goals of students and alumni from the University of San Diego. This club is dedicated to empowering female business professionals, to assisting women into leadership positions in business, and to enhancing the diversity of the workforce worldwide. Women within the MBA program at University of San Diego are encouraged to join, however any professionally-minded student from the university shall be allowed to join.

For more information, please contact - [usdnawmba@sandiego.edu](mailto:usdnawmba@sandiego.edu)

## ***Social Innovation Student Alliance***

To enhance and empower students and the local community in social innovation ventures on a local, national, and global scale. Support the Masters in Social Innovation (MASI) program while adding value to the overall academic and co-curricular experience at the University of San Diego. Actively contribute to the sustainable growth and improvement of the Social Innovation program, helping to lay a blueprint for future cohorts.

For more information, please contact Leslie Willis - [lesliewillis@sandiego.edu](mailto:lesliewillis@sandiego.edu)

## ***SocialPreneur Society***

The SocialPreneur Society are creative innovators who collaboratively provoke intellectual disruption. We recognize the need for social change. We create intellectual disturbance by thought-provoking movements and events to spark innovation.

For more information, please contact - [sps@usd.edu](mailto:sps@usd.edu)

## ***SOLES Graduate Student Association (SGSA)***

The mission of SGSA is to support the development of a professional, scholastic, and social community in the School of Leadership and Education Sciences (SOLES) through two avenues. (1) Scholarship and professional development: increasing awareness of, and participation in professional associations, conferences, certifications, and workshops, providing a vehicle for student input into programs and policies, and partnering with administration to improve alumni connections. (2) Cooperative community building: sponsoring social events, acting as a liaison between students, faculty, and administration, advocating for student representation in program planning, staff/faculty hiring, and in the greater USD community, and offering networking opportunities to form connections among students, faculty, and staff.

For more information, please contact - [usdsolesgsa@gmail.com](mailto:usdsolesgsa@gmail.com)

## ***Student Bar Association (SBA)***

The SBA is the student government of the School of Law. SBA members act as the official student representatives and advocate or student interests on many different issues. The SBA is responsible for appointing student representatives to the various law school and university committees. The main goal of the SBA is to represent and serve the student body. To that end, it must determine what

university events and issues affect law students, ensure that law students are represented on those issues, and advocate their interests.

For more information, please contact - [usdlawpres@gmail.com](mailto:usdlawpres@gmail.com)

## *USD Family Business Club*

The USD Family Business Club works to connect and support students who come from, or are interested in family business. The purpose of this club is to bring together a community of representatives involved in family business from different market sectors: manufacturing, medical devices, beverages, logistics, etc. Our goal is to create dynamic ties that work to support the family business community and facilitate future growth.

For more information, please contact Patricio Keegan - [pkeegan@sandiego.edu](mailto:pkeegan@sandiego.edu)

## *USD Unity in LGBT*

The USD Unity in LGBT club works to connect and support LGBT students and create a network of allies, irrespective of their orientation and background who can support the club's mission.

For more information, please contact Himanshu Goswami - [hgoswami@sandiego.edu](mailto:hgoswami@sandiego.edu)

## *Venture Hub - Bring Your Ideas to Life*

The purpose of the club is to create a full interactive experience among students who are interested in entrepreneurship providing them an opportunity to learn and build real projects and companies.

For more information, please contact David Jimenez - [djimenez@sandiego.edu](mailto:djimenez@sandiego.edu)

## **Mail Center**

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

Service window hours at the Maher Annex are 8 a.m.-5 p.m., Monday-Friday. Stamps may be purchased as well as postage for domestic parcels. UPS and Federal Express services are also available. For more information: (619) 260-2204 or visit Mail Center (<http://www.sandiego.edu/mailcenter/>).

## **One Stop Student Center**

The One Stop Student Center provides specially trained counselors to help students with all questions related to financial aid, billing and payment, and registration.

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

To see a One Stop counselor:

- Text univsandiego to (619) 356-2275 or;
- Go to One Stop (<http://www.sandiego.edu/onestop/>)

The One Stop Student Center is located in the University Center, Room 126. For more information, call (619) 260-2700 or email ([onestop@sandiego.edu](mailto:onestop@sandiego.edu)).

## **Parking Services and Transportation**

### *Parking Services*

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

Parking Services is located in the Hahn University Center, Room 102, and can be reached by phone at (619) 260-4518 or by emailing [parking@sandiego.edu](mailto:parking@sandiego.edu).

### *Tram Service*

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

## **Public Safety**

The Department of Public Safety is open 24 hours a day, 7 days a week and provides a full range of community-oriented crime prevention and crime control services to contribute to the safety and security of the campus community. Public safety officers patrol the campus around the clock, seven days a week. The department also offers a dusk-to-dawn public safety escort for community members walking to any location on campus or within a one-mile radius. Emergencies on campus should be reported directly to Public Safety calling x2222 from any on-campus phone or (619) 260-2222 from an off-campus phone. Non-emergency situations can be reported at x7777.

Public Safety complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act through the Daily Crime and Fire Log available on the Public Safety (<http://www.sandiego.edu/safety/>) website.

## **Residential Life**

### *Off-Campus Housing Resource for Graduate Students*

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

The Graduate Student Life staff can offer:

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

Graduate Student Life is located in SLP 401 (Graduate and Law Student Commons) or can be reached by calling 619-260-2227. We hope that these

resources will support your decision-making for housing in the San Diego community.

## Student Wellness

If you or someone you care about is in need of assistance, or could benefit from our services, please visit Student 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

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

Individual consultations and assessments leading to personalized recommendations and support are available on a variety of wellness matters (e.g. problematic drinking, smoking cessation, nutrition). Group services provide opportunities for students to obtain important wellness information, seek support from peers and enhance one's ability to make healthy choices. CHWP also provides 12-step support services for students seeking to address substance dependence. A variety of student leadership opportunities are available through CHWP. Peer education groups serve the USD community by sponsoring education and outreach activities to promote healthy choices. Peer education efforts are focused on raising awareness of wellness issues affecting today's college student. Peer outreach programs address sexual assault and the risks associated with problematic drinking, substance abuse and other related health behaviors and concerns.

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

CHWP sponsors College Cab, a safe ride program that is funded through USD Associated Students. This program provides a safe ride to students who find themselves in any situation that places them at risk (e.g. being stranded for any reason, car trouble, wanting to leave an uncomfortable situation). For further details and regulations please visit the CHWP website.

**CHWP Hours and Staffing:** To schedule an individual appointment, workshop or training and/or for additional information about our programs and services, please call (619) 260-4618, stop by UC 161, or visit 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 also available. Students on academic probation are particularly encouraged to use these services.

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

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

### Disability and Learning Differences Resource Center

The Disability and Learning Differences Resource Center (DLDR) provides specialized resources and services to enrolled students with documented disabilities and/or learning differences. These services include academic accommodations, disability management counseling and coordinating with other departments (e.g. housing, parking, public safety) to provide assistance.

To receive support from DLDR, students must first contact our office and submit valid documentation. For each type of disability, there are specific requirements that must be met for documentation to be considered valid. These requirements are described at Disability Services (<http://www.sandiego.edu/disability/>).

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



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

If you are a student who would like to be considered for academic accommodations, please follow the instructions under Requesting Services (<http://www.sandiego.edu/disability/services/>).

## *Student Health Insurance Plan*

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

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

For more information about the USD sponsored Student Health Insurance Plan and how to waive or accept, visit Student Health Insurance Plan (<http://www.sandiego.edu/healthinsurance/>).

## *Student Health Center*

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

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

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

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

## 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, 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 at Campus Cash (<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-Friday. For more information call (619) 260-5999, email [campuscard@sandiego.edu](mailto:campuscard@sandiego.edu) or visit C (<http://www.sandiego.edu/campus-card/>) or Campus Card (<http://www.sandiego.edu/campuscard/>).

## Torero Store

The Torero Store stocks all required textbooks (new, used, rental and e-books) and school supplies – order online or in store. In addition, you will find a selection of office supplies, USD clothing and Toreros merchandise and gift items.

The campus store also carries computers, tablets, software, tech supplies and accessories. Services such as custom t-shirt printing and special orders are also available. All major credit cards are accepted and you may charge all required course materials to your student account.

The Torero Store is located in the Hahn University Center. For more information, please (619) 260-4551 or visit USD Torero Store (<http://www.usdtorerores.com>).

## 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.

### University Center

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

#### 1st Floor:

- Auxiliary Services
- Black Student Resource Center,
- Campus Card Services

- Center for Health and Wellness Promotions
- Center for Student Success
- Commuter Lounge
- ITS Help Desk
- Office of Ethical Development and Restorative Practices
- One Stop Student Center
- Outdoor Adventures
- Parking Services
- Student Computer and Printing Station
- US Bank branch

#### 2nd Floor:

- Frank's Lounge and Blue Spoon
- La Gran Terraza restaurant
- Office of Student Affairs
- O'Toole's Lounge; and the Forum Ballrooms.
- Student Support Services
- Torero Store
- Military and Veterans Program
- University Centers Scheduling and Operations
- University Ministry

#### Student Life Pavilion

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

- **1st Floor:** Pavilion Dining with 11 unique dining options.
- **2nd Floor:** Tu Mercado grocery store; L'atelier deli; and Nike shop.
- **3rd Floor:** Creative Zone; Student Leadership, Involvement, and Changemaking that brings together Associated Students, Student Organizations and Fraternity and Sorority Life; Mulvaney Center for Community, Awareness and Social Action; and Changemaker Hub.
- **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 with Mother's Room; and a Single-Use restroom.

## United Front Multicultural Center

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

The United Front Multicultural Center supports USD's 18 multicultural student organizations. The center's work focuses on social justice, identity development and student leadership.

## University Copy

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

All of our current copier papers are recycled and/or SFI-Certified. University Copy hours are 8 a.m.-5 p.m., Monday-Friday. For more information, call (619) 260-4890 or visit University Copy (<http://www.sandiego.edu/copy/>).

## University Ministry

### *A Place to Belong, Believe and Become*

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

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

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

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

In particular, we invite you to join us for one of the 7 p.m. or 9 p.m. Sunday evening Eucharistic liturgies in Founders Chapel. During these vibrant celebrations of our faith the campus community is renewed and refreshed for the on-going work of finding God in the midst of our study, work and play.

For more information about our center, please visit us in the Hahn University Center, Room 238. For more information, call (619) 260-4735 or visit University Ministry (<http://www.sandiego.edu/um/>).

## The Writing Center

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

The Writing Center is located in Founders Hall, Room 190B. Students may make an appointment or call (619) 260-4581. For the current schedule and additional

information visit The Writing Center (<http://www.sandiego.edu/cas/writing/writing-center/>).

## Academics and Admission

Through its six major academic divisions, the University of San Diego offers 25 different master's degrees, the JD and five LLM degrees, several dual degree programs, and three doctoral degrees — two in nursing and one in leadership studies. Several of these degrees offer a choice of areas of specialization. This is the list of degrees (p. 575) currently offered. Detailed information about these degrees is available through this catalog and the **School of Law**.

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

### *Reservation of the Right to Modify*

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

### *Responsibility of Students*

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

## Completion of Degree Requirements —The Petition to Graduate

In order to be cleared for degree completion, students must file a Petition to Graduate with the Graduate Records Office by the deadlines outlined in the Academic Calendar in the front of this course catalog. There are three graduation dates: January 31, May and August 31. The effective degree date for students who complete their program requirements by the posted deadline for the Fall semester and Intersession will be January 31. Those who meet the deadline for May graduation will receive their degree at that time and students who fulfill all requisites for their degree in the summer will have their degree recorded in their transcript effective August 31. Deadlines for defense and submission of theses and dissertations are also listed in the Academic Calendar (p. 548) 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 (p. 548).

## Posthumous Degree Policy

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

### Requirements for Nomination:

1. A student must have been in good standing with the University of San Diego at the time of death. Good standing is defined as not having any of the following statuses: academic probation, academic disqualification, disciplinary suspension, or expulsion.
2. The student must have been a current student at the time of death:
  1. a. enrolled in the current required term of a degree program if the program is in session; or
  2. b. enrolled in the most recent required term of a degree program if the program is not in session; or
  3. c. on an approved leave of absence.
3. Typically, a student should have completed at least 75% of degree requirements.
4. Eligible students who do not meet this requirement (specified in 3.) are eligible for honorary membership in their projected graduating class.
5. The department chair or program director and the dean of the School or College in which the student was enrolled must recommend the awarding of a posthumous degree/honorary class membership.

### Nomination/Approval Process:

1. Any USD student, faculty or staff member, or family member can suggest a candidate be considered for a posthumous degree/honorary class membership. This request must be made in writing to the Vice President and Provost for Academic Affairs (Provost). The Provost will notify the Dean of Students of any requests received.
2. The Provost (or his/her designee) will take appropriate steps to verify whether the student meets the eligibility requirements described above to be considered for a posthumous degree/honorary class membership. The Provost will notify the department chair/program director and the dean of the School or College in which the student was enrolled, and the Dean of Students, of the student's nomination for the posthumous degree/honorary class membership.

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

4. If approved by the Provost:

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

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

## Transcripts, Academic Records and Diplomas

The transcript is the official, chronological record of the student's credit and grades. It is maintained and distributed by the Registrar in Founders Hall, Room 117. See table of fees for transcript cost. See instructions for requesting transcripts (<https://www.sandiego.edu/registrar/transcripts-diplomas/transcripts.php>).

The Degree Audit Reporting System (DARS/U-achieve) is a list of requirements for each student's degree program and the courses that have been taken to meet its 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, chair/director, the Registrar's Office and by other pertinent offices on campus. The diploma will be sent after the term in which requirements are completed. Diplomas for January and August graduates will be ordered at the end of the month of their respective terms (e.g. January 31 and August 31) and only after final requirements have been submitted.

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

## 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 57 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 (p. 548).

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

The deadlines for submitting the approved and final copies of the dissertation are listed in the Academic Calendar (p. 548). New procedures are currently being drafted for electronic submission of dissertations (due to publishing deadlines, these are not included in this issue of the catalog. Please consult your dissertation chair for guidance. 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.

## General Requirements for the Master's Degree

Please see individual program descriptions for additional requirements.

## Unit Requirements

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

## Limitation of Time

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

## Foreign Language Requirement

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

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

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

## Comprehensive and Oral Examinations

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

## Thesis

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

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

Detailed instructions for the preparation and submission of the master's thesis are presented in a pamphlet entitled *Instructions for the Preparation and Submission of the Master's Thesis*, available for sale in the university bookstore. Detailed instructions for the preparation and submission of the master's thesis that are currently in practice are presented in a pamphlet entitled "Instructions for the Preparation and Submission of the Master's Thesis", available for sale in the university bookstore. However, new procedures and instructions for submitting theses electronically are currently being drafted (due to publishing deadlines, these are not included in this issue of the graduate bulletin.). Please consult your thesis chair for guidance. The deadlines for submitting the approved and final copies of the thesis are listed in the Academic Calendar. (p. 548) 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 that term. If the thesis is submitted prior to the eighth day of the next semester, the student will not be required to register for thesis supervision and will be eligible to petition for graduation in the subsequent term (also see Access to Theses and Dissertations (p. 573)).

## Graduate Degrees

### College of Arts and Sciences

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

### School of Business

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 Finance  
MS in Global Leadership  
MS in Real Estate  
MS in Supply Chain Management  
MS in Taxation

### International Dual Degree Programs

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

USD: MBA  
WHU: MBA

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

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

University of San Diego with Shanghai International Studies University (SISU)

USD: MS in Finance  
SISU: Master of Finance

University of San Diego with Tecnológico de Monterrey (Tec)

USD: MBA  
Tec: BA, MS in Finance, or MS in Marketing

### 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  
MEd  
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

MS in Health Care Informatics  
MSN, Adult-Gerontology Clinical Nurse Specialist  
MSN, Adult-Gerontology Nurse Practitioner/Family Nurse Practitioner

MSN, Clinical Nurse Leader  
MSN, Executive Nurse Leader  
MSN, Family Nurse Practitioner  
MSN, Health Care Informatics  
MSN, Pediatric Nurse Practitioner/Family Nurse Practitioner  
MSN, 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  
MA in Social Innovation  
MS in Conflict Management and Resolution

### Professional and Continuing Education

MS in Cyber Security Operations and Leadership  
MS in Law Enforcement and Public Safety Leadership

## Summer and Intersession

### Intersession

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

### Summer Sessions

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

August graduates who wish to participate in the May Commencement ceremony must register and pay for their remaining classes by May 1, and take all their remaining courses in USD's Summer Sessions. Withdrawing from summer course(s) after having participated in the commencement ceremony will result in being charged a forfeit fee equal to 100% of the tuition charges for the enrolled summer classes. The summer sessions class schedule may be obtained on the Portal, or at the Summer and Intersession Office (<http://www.sandiego.edu/sio/>), Founders Hall, Room 117.

For detailed information visit Summer and Intersession (<http://www.sandiego.edu/summer-intersession/>) website.

## Academic Regulations

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

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

## Integrity of Scholarship

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

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation, the university has procedures to deal with academic dishonesty which are uniform and which should be understood by all. Violations of academic integrity include:

1. unauthorized assistance on an examination;
2. falsification or invention of data;
3. unauthorized collaboration on an academic exercise;
4. plagiarism;
5. misappropriation of research materials;
6. any unauthorized access to an instructor's files or computer account; or
7. any other serious violation of academic integrity as established by the instructor.

An act of dishonesty can lead to penalties in a course such as: reduction of grade; withdrawal from the course; a requirement that all or part of a course be retaken; and a requirement that additional work be undertaken in connection with the course.

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

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

## Credit and Grading System

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

### Grade Point Average (GPA)

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

Grade points are assigned as follows:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

### Grade of Incomplete

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

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

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

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

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

### Pass/Fail Grading

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

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

### Repetition of Courses

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

Students are allowed to repeat only one course during their enrollment in a graduate program at USD (exception: two courses in the MBA 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 that is defined as unacceptable in a specific course or program may also repeat that course as outlined above.

### ***Academic Probation and Disqualification***

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

#### College of Arts and Sciences

MA, MFA, MS	3.0
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#### Joan B. Kroc School of Peace Studies

MA, MS, JD/MA	3.0
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#### Hahn School of Nursing and Health Science

MS, MSN, DNP, PhD	3.0
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Professional and Continuing Education	3.0
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MEd, MS	
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#### School of Business

IMBA, MBA, MS	3.0
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#### School of Leadership and Education Services

Credentials, MA, MEd, PhD	3.0
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Any student who has completed at least six units of coursework and whose cumulative USD GPA for graduate program courses falls below the minimum required of the program will be placed on academic probation. At the end of the term in which the probationary student has registered for his or her next six units, a review will be conducted. Students who have not raised the cumulative USD GPA for graduate program courses to the acceptable level at that time will be disqualified from the program.

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

### ***Grade Grievance Procedures***

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

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

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

The procedure for a grade grievance is as follows:

1. Initial grade/grievance must be addressed to the instructor in the course.
2. In those rare 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.

### ***Applicability of New Academic Requirements***

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

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

## ***Change of Graduate Program or Emphasis***

Students who are currently enrolled in a graduate program and wish to change to another program or emphasis must seek official approval using one of the following procedures. Students should meet with the director of the graduate program of interest to determine which procedure to follow. The director will review the student's record in light of current admission criteria, applicant pool and space available. If approved, the student will be subject to the policies and requirements in effect at the beginning of the semester or session of transfer.

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

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

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

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

## ***Credit Hour Policy***

### ***USD Credit Hour Policy***

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

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



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

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

--WSCUC, Credit Hour Policy

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

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

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

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

##### Standard Undergraduate Courses

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

##### Standard Graduate Courses

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

##### Standard Law Courses

One unit of credit is assigned to one hour (50 minutes) of classroom time with a minimum of three hours of out-of-classroom time spent preparing for class, studying, doing homework or research per week, or an established equivalency that reasonably approximates this same amount of work, throughout one semester

of approximately 14 weeks in length. Equivalencies should be established for standard law courses by adhering to the standards within the legal discipline that offer such courses.

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

##### Periodic Review of Standard Courses and Other Academic Activities

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

#### **Carnegie Foundation Context**

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

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

#### **Department of Education (DoE) Context**

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

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

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

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

### WSCUC (WASC) Context

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

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

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

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

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

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

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

corporations, and educators in California and beyond. Continuing Education programs include a variety of workshops, seminars, in-house training, English-language services, graduate level extension classes and certifications and non-degree credit classes.

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

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

Days of the week	Days per semester	Minutes/day	Total minutes per semester	Total hours per semester
MWF	45	50	2250	37.5
TTh	30	75	2250	37.5
One	15	150	2250	37.5

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

Days of the week	Days per semester	Minutes/day	Total minutes per semester	Total hours per semester
MWF	41	55	2255	37.5
Th	28	80	2240	37.3
One	14	160*	2240	37.3

\*10-minute break not included

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

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

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

#### Laboratory Work

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

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

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

#### Internship Courses

One unit of credit has been assigned to at least 40 hours of internship work throughout the course of one semester. (Source: anthropology (3 hours a week for approximately 13 weeks) communication (40), history (3 units is 9 hours per

week for 13.5 weeks and involves 120 hours of work) sociology (40), math and cs (40), psychology (40), MARS (45), SBA UG 96 for 3-units plus 3 class meetings, SBA grad 120 units plus two class meetings).

#### Studio Work

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

#### Southeast San Diego Tutoring Project

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

#### Clinical Nursing Work

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

#### Independent Study Courses

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

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

#### LLC Scholastic Assistants

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

#### Practica

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

#### Online and Hybrid Courses

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

## General Information

### *Course Numbering System*

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

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

## *Transcripts, Academic Records and Diplomas*

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 Transcripts (<https://www.sandiego.edu/registrar/transcripts-diplomas/transcripts.php>).

Any student may request official transcripts of his or her academic work. A fee of \$10 is charged for each transcript. Applications for official transcripts should be made in writing to Student Financial Services in the Hughes Administration Center. Unofficial transcript requests may be made in person or by writing directly to the One Stop office at USD.

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

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

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

## 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 (<http://www.sandiego.edu/graduaterecords/forms/loa-withdrawal.php>) 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, Serra Hall, Room 315. The Leave of Absence form must be approved by the student's program advisor and director or dean of the college or school before the student departs the university.

## Registration Policies and Procedures

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

### Registration Deadlines

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

### New Graduate Students

All admitted applicants will receive new student information and registration materials with their letters of acceptance. Although new students are encouraged

to meet with a faculty advisor prior to enrollment, they must wait until they receive a letter of admission and pay the admission deposit before they can register (registration periods are listed in the Academic Calendar (p. 548)). Students must observe all deadlines for course reservation and payment of fees. Upon arrival at USD, all international students must report promptly to the Office of International Students and Scholars.

### Continuous Registration

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

Exceptions to this policy will be made for students who have been approved for a leave of absence (see Leave of Absence (p. 581)). Generally, a leave will not be granted to students who are approaching the limitation of time for program completion; to doctoral students who have been advanced to candidacy; or to master's students whose programs require continuous registration between the completion of all coursework and final submission of the thesis. In these cases, students must continue to register each semester until the degree is completed.

### Change of Course Registration

In the regular fall and spring semesters, students may add or drop courses added during the first eight days of the semester and may withdraw from a course with a grade of "W" until the 10th week of the semester. For deadlines during Summer Sessions and Intersession, see the Summer Sessions and Intersession course catalogs or go to [www.sandiego.edu/sio](http://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 (p. 583)).

### 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.

## 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.

## 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 (p. 548); also Refund Policy (p. 590)). 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 315.

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

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

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

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

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

## 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.

### 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 sent electronically to [grads@san Diego.edu](mailto:grads@san Diego.edu) or 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 Acting: January 5
- MA in International Relations: April 1
- MS in Environmental and Ocean Sciences: Early January 15, Final April 1

### Professional and Continuing Education

- MS in Cyber Security Operations and Leadership: August 1
- MS in Law Enforcement and Public Safety Leadership: August 1
- MS in Learning Design and Technology: August 1

### School of Business

- MBA, Full-Time Program:
  - November 1
  - January 15
  - March 1
  - May 1

- MBA, Part-Time Program (Evening Format):
  - November 1
  - January 15
  - March 1
  - May 1
- MS in Accountancy: Rolling admissions for U.S. Citizens and Permanent Residents. May 1 for International Applicants.
- MS in Business Analytics:
  - November 1
  - January 15
  - March 1
  - May 1
- MS in Executive Leadership:
  - November 1
  - January 15
  - March 1
  - May 1
- MS in Finance:
  - November 1
  - January 15
  - March 1
  - May 1
- MS in Global Leadership:
  - May 1
- MS in Real Estate:
  - November 1
  - January 15
  - March 1
  - May 1
- MS in Supply Chain Management:
  - November 1
  - January 15
  - March 1
  - May 1
- MS in Taxation: Rolling admissions for U.S. Citizens and Permanent Residents. May 1 for International Applicants.

### *School of Leadership and Education Sciences*

- PhD in Leadership Studies: January 1
- PhD in Education for Social Justice: April 15
- MA in Leadership Studies: Priority March 31, Final June 15
- MA in Higher Education Leadership: Priority December 15, Final April 15
- MA in Nonprofit Leadership and Management: Priority March 31, Final June 15
- MA in Marital and Family Therapy: Priority January 13, Final February 10
- MA in Counseling, School Counseling: Priority January 13, Final February 10
- MA in Counseling, School Based Counseling: Priority January 13, Final February 10
- MA in Counseling, Clinical Mental Health Counseling: Priority January 13, Final February 10
- MEd in Curriculum and Instruction with Credential Eligibility: Priority March 1, Final June 30
- MEd in TESOL, Literacy, and Culture (On-Campus or Online Track): Priority March 1, Final June 30

- Master in Education (MEd) (Online): August 1
  - With specialization in:
    - Curriculum and Instruction
    - Inclusive Learning, Special Education and Universal Design
    - Literacy and Digital Learning
    - School Leadership
    - Science, Technology, Engineering, Arts and Mathematics
    - Technology and Innovation
- Preliminary Single Subject Credential: June 30
- Preliminary Multiple Subject Credential: June 30
- Preliminary Education Specialist Credential: June 30
- Graduate Certificate in TESOL: June 30
- Certificate in International School Counseling: Priority January 13, Final February 10

### *School of Nursing*

- Master's Entry Program in Nursing (for Non-RNs): October 15
- MS in Nursing/Adult-Gerontology Clinical Nurse Specialist: March 1
- MS in Nursing/Executive Nurse Leader: March 1
- MS in Nursing/Nursing Informatics: March 1
- Dual MS in Nursing Adult-Gerontology Clinical Nurse Specialist/ Executive Nurse Leader: March 1
- MS in Health Care Informatics: August 1
- Doctor of Nursing Practice: March 1
- Doctor of Philosophy in Nursing: December 15

### *Kroc School of Peace Studies*

- MA in Peace and Justice: January 19
- MA in Social Innovation: Round One: January 19, Round Two: April 19
- MS in Conflict Management and Resolution: Round One: January 19, Round Two: April 19

### *Shiley-Marcos School of Engineering*

- MS in Cyber Security Engineering: August 1
- MS in Applied Data Science: August 1
- MS in Applied Artificial Intelligence: August 1
- MS in Innovation, Technology and Entrepreneurship: August 1

### *Term of Matriculation: Intersession*

#### *School of Business*

- MS in Accountancy: Rolling admissions for U.S. Citizens and Permanent Residents. We are unable to accept international students for the intersession term.
- MS in Taxation: Rolling admissions for U.S. Citizens and Permanent Residents. We are unable to accept international students for the intersession term.

### *Term of Matriculation: Spring*

#### *College of Arts and Sciences*

- MA in International Relations: November 1

### *Professional and Continuing Education*

- MS in Cyber Security Operations and Leadership: December 1
- MS in Law Enforcement and Public Safety Leadership: December 1
- MS in Learning Design and Technology: December 1

### *School of Business*

- MBA, Part-Time Program (Hybrid): Priority: October 1, Final: January 15
- MS in Accountancy: Rolling admissions for U.S. Citizens and Permanent Residents. November 1 for International Applicants.
- MS in Taxation: Rolling admissions for U.S. Citizens and Permanent Residents. November 1 for International Applicants.

### *School of Leadership and Education Sciences*

- MA in Leadership Studies: November 15
- MA in Marital and Family Therapy: October 21
- MA in Nonprofit Leadership and Management: November 15
- MEd in TESOL, Literacy, and Culture (On-Campus Track): November 15
- MEd in Curriculum and Instruction with Credential Eligibility: November 15
- Master in Education (MEd) (Online): December 1
  - With specialization in:
    - Curriculum and Instruction
    - Inclusive Learning, Special Education and Universal Design
    - Literacy and Digital Learning
    - School Leadership
    - Science, Technology, Engineering, Arts and Mathematics
    - Technology and Innovation
- Preliminary Single Subject Credential: November 15
- Preliminary Multiple Subject Credential: November 15
- Preliminary Education Specialist Credential: November 15

### *School of Nursing*

- MS in Nursing/Adult-Gerontology Clinical Nurse Specialist: November 1
- MS in Nursing/Executive Nurse Leader: November 1
- MS in Nursing/Nursing Informatics: November 1
- MS in Health Care Informatics: December 1

### *Kroc School of Peace Studies*

- MA in Social Innovation: October 1
- MS in Conflict Management and Resolution: October 1

### *Shiley-Marcos School of Engineering*

- MS in Cyber Security Engineering: December 1
- MS in Applied Data Science: December 1
- MS in Applied Artificial Intelligence: December 1
- MS in Innovation, Technology and Entrepreneurship: December 1

### *Term of Matriculation: Summer*

#### *Professional and Continuing Education*

- MS in Cyber Security Operations and Leadership: April 11
- MS in Law Enforcement and Public Safety Leadership: April 11
- MS in Learning Design and Technology: April 11

#### *School of Business*

- MS in Accountancy: Rolling admissions for U.S. Citizens and Permanent Residents. We are unable to accept applications for international students for the Summer term.

- MS in Taxation: Rolling admissions for U.S. Citizens and Permanent Residents. We are unable to accept applications for international students for the Summer term.

### *School of Leadership and Education Sciences*

- PhD in Leadership Studies: N/A. Due to visa regulations, international students cannot apply for the summer term. Domestic applicants admitted to the fall term can petition to enroll in the summer.
- PhD in Leadership Studies, Leadership for International School Leaders: Priority January 1, Final March 30
- MA in Leadership Studies: March 31. We are unable to accept applications for international students for the Summer term.
- MEd in Curriculum and Instruction with Credential Eligibility: Priority February 1, Final May 15
- MEd in TESOL, Literacy and Culture (On-Campus Track): June 1. Due to visa regulations, international students cannot apply for the summer term.
- Master in Education (MEd) (Online): April 11
- With specialization in:
  - Curriculum and Instruction
  - Inclusive Learning, Special Education and Universal Design
  - Literacy and Digital Learning
  - School Leadership
  - Science, Technology, Engineering, Arts and Mathematics
  - Technology and Innovation
- Preliminary Single Subject Credential: June 30
- Preliminary Multiple Subject Credential: June 30
- Preliminary Education Specialist Credential: June 30

### *School of Nursing*

- MS in Health Care Informatics: April 11

### *Shiley-Marcos School of Engineering*

- MS in Cyber Security Engineering: April 11
- MS in Applied Data Science: April 11
- MS in Applied Artificial Intelligence: April 11
- MS in Innovation, Technology and Entrepreneurship: April 11

### *USD Financial Aid Deadline <sup>1</sup>: April 1*

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

<sup>1</sup> 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 the university where you earned your undergraduate (bachelor's) degree. If you are a doctoral applicant, you are also required to submit an official transcript from the university where you earned your graduate (master's) degree. Transcripts that do not bear the registrar's signature and/or the institution's seal are not official and are, therefore, unacceptable. 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. Two-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 approved independent credential evaluation service. Please see the Office of Graduate Admission website for a list of approved independent evaluators

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) 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) (<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) (<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, Saints Tekakwitha & Serra Hall, Room 201, (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 graduate programs require a minimum score of 92 on the Internet-based exam. The minimum score required on the International English Language Testing System (IELTS) is an overall band score of 7.0. Individual degree programs may require a higher minimum score.

The 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 Students*

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

to courses to students already enrolled and in good standing in graduate programs at USD or other accredited and approved institutions.

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

## Admission to Dual-Degree Programs

Students desiring to pursue two degrees in one of USD's dual-degree programs must be admitted separately to each of the two programs involved. Current admission requirements and procedures for the College of Arts and Sciences and the 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](http://www.cbest.nesinc.com) (<http://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](mailto:es-west-customersupport@pearson.com)  
[www.cset.nesinc.com](http://www.cset.nesinc.com) (<http://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](http://www.gre.org) (<http://www.gre.org>)

## Graduate Management Admission Test (GMAT)

Pearson VUE  
GMAT Program  
P.O. Box 581907  
Minneapolis, MN 55458-1907 USA  
[GMATCandidateServicesAmericas@pearson.com](mailto:GMATCandidateServicesAmericas@pearson.com)  
[www.mba.com](http://www.mba.com) (<http://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](http://www.toefl.org) (<http://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](mailto: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) (<http://www.sandiego.edu/testprep/>)

## 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 Foudation Scholarship for MEPN (Master's Entry Program in Nursing)
- Diversity Scholarship Program in the Department of Learning and Teaching<sup>1</sup>
- Foster Dissertation Award
- Eris McCoy Gallagher Scholarship Program (Education)<sup>1</sup>
- 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)
- Mark J. Riedy Legacy Scholarship (Real Estate)
- Master of Science in Executive Leadership Meg Whitman Scholarship
- SIOR Foundation Scholarship (Real Estate)
- The W. Scott McIntyre Memorial Scholarship
- Silvergate Bank Scholarship (Real Estate)
- The PMI Foundation Scholarship (Real Estate)
- Linda C. Romero Memorial Scholarship (Special Education)
- Other Esteem Scholarship
- Julie I. Wilkinson Scholarship (Nursing)
- USD Real Estate Alumni Association Scholarship (Real Estate)
- Elizabeth Baker Woods Education Scholarship
- Ethel M. Horsch Nursing Scholarship
- Jane P. Johnson Endowed Scholarship (Education)<sup>1</sup>
- Manchester Endowment (Nursing)<sup>1</sup>
- Marasco Family Endowed Scholarship (Real Estate)
- Mark J. Riedy Legacy Scholarship (Real Estate)
- Master of Science in Executive Leadership Endowed Scholarship
- Elizabeth Ann Mottet Nursing Scholarship<sup>1</sup>
- 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<sup>1</sup>
- Spain Family Scholarship (Religious education)
- Stallard Family Nursing Scholarship<sup>1</sup>
- 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)

<sup>1</sup> 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)
- James Gianulis Memorial Scholarship (Real Estate)
- Mary Gresko Nursing Scholarship<sup>1</sup>

## Expenses

### 2019-2020 Expenses for Graduate Students

All students are expected to become familiar with the financial obligations they incur by registering at the university. The following information provides the essential data; if in doubt, however, a student should go to Student Accounts (<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 2018-2019; amounts for the 2019-2020 academic year have not been determined as of the date of publication. The fees below take effect with the beginning of Summer Session 2018.

#### Application Fee (Non-refundable, payable with application)

School of Business Programs	\$80
All Other Programs	\$45

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

Master's degree, Credential or Special Applicant	\$50 and up
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#### College of Arts and Sciences

MFA in Dramatic Arts	Waived
MA in International Relations	\$200
MS in Marine Science	\$100

#### School of Business

MS in Accountancy	\$1,000
MS in Business Administration	\$1,500
MS in Executive Leadership	Waived
MS in Finance	\$1,000
MS in Global Leadership	Waived
MS in Real Estate	\$1,000
MS in Supply Chain Management	\$500
MS in Taxation	\$1,000

#### Nursing and Health Science

Master's Entry Program in Nursing (MEPN)	\$1,000
MS Health Care Informatics (Online)	Waived
MS in Nursing	\$500
PhD in Nursing	\$500
Doctor of Nursing Practices (DNP)	\$500

#### School of Leadership and Education Sciences

MA Education Online	Waived
MA Nonprofit Leadership and Management	\$200
PhD Leadership Studies	\$500
All Other Programs	\$200

#### School of Peace Studies

MA in Peacebuilding	\$200
MA in Peace and Justice Studies	\$200
MA in Social Innovation	\$200

#### Shiley-Marcos School of Engineering

MS in Cyber Security Engineering	Waived
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<b>Professional and Continuing Education</b>	Waived
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Prices subject to change without notice.

### Tuition, 2018-2019

#### College of Arts and Sciences

Master's students	\$1,495
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#### Hahn School of Nursing and Health Sciences

Master's students	\$1,500
Doctoral students	\$1,535

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

Master's students	\$1,200
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#### School of Business Administration

Master's students	\$1,475
MBA Program	\$1,475
MS in Executive Leadership	\$1,750

#### School of Leadership and Education Sciences

Master's students	\$1,465
Doctoral students	\$1,510

<b>Shiley-Marcos School of Engineering</b>	\$1,250
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Auditing is \$160 per credit hour. This charge is in addition to tuition and fees charged for non-audited courses.

### Special Fees

Health Insurance: Full Time Students	\$1,153.50* (cost not negotiated for 18/19)
Health Service Fee	\$110
Graduate Student Association (GSA) Fees	
0-3 units	\$11
3.5-6.5 units	\$21
More than 6.5 units	\$32
Summer/Intersession	\$2/unit
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 (p. 548), for specific dates). Beginning Fall 2015, 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 of the amount owed 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) (<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 Intercession and Summer Sessions Course Catalogs (available online) 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 Intercession.

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 (p. 548)).
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.*

# Information Resources and Facilities

## Copley Library

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

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

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

Library faculty provide extensive reference service and spend time working individually with students as they complete assignments and prepare papers, speeches, and research reports of all kinds. In addition to traditional reference desk service, the library also offers online reference through our Ask a Librarian service. Library patrons can ask questions and receive assistance via email, chat, text message, and a searchable 24/7 knowledge base of frequently asked questions. Library faculty members also offer assistance by providing course-

integrated library instruction sessions and preparing online guides in their subject specialties. Additionally, the library offers workshops on topics such as citation styles and database searching to assist users with developing better research skills.

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

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

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

For more information, go to Copey Library (<http://www.sandiego.edu/library/>).

## Pardee Legal Research Center

The Pardee Legal Research Center, located on the east end of campus, provides access to print and digital legal materials, including judicial, statutory, and administrative sources and an assortment of secondary materials on Anglo-American, foreign, and international law. Special concentrations include taxation, jurisprudence, human rights, intellectual property, environmental law and Mexican law. A full array of electronic resources is accessible through the website: Legal Research Center (<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

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

The seven units within ATS are organized to provide specific academic technology services across our community's myriad learning environments and spaces. ATS Client Support Services includes Desktop Support Services, which distributes technical support technicians across the campus; the Help Desk, the first line of response for all hardware and software inquiries; and Student Computing Services who respond to all student computing needs (ext. 7900, [help@sandiego.edu](mailto:help@sandiego.edu)) (p. 7). ATS also manages the several Academic Computing Labs (ext. 2765) across campus that provide students and faculty with Windows, Macintosh and Linux computers, access to specialized programs, and laptop check-out privileges. The Instructional Support Team (iTeam) is specifically dedicated to curriculum support in the classrooms, online, and mobile devices. The iTeam implements and supports USD's Learning Management System (Blackboard) and the integrated plagiarism detection, collaboration, assessment, and communication tools. The iTeam offers faculty instructional design services and consulting, and free training workshops to

faculty/staff and students on Blackboard, Adobe, Google, Qualtrics, Microsoft, and more. The iTeam also manages the implementation, piloting and adoption of emerging technologies such as the iPad Classroom Project and hires and trains talented students for the Student Technology Assistant (STA) program (iteam@sandiego.edu) (p. 7).

Instructional Media Services (IMS) provides a digital graphic design and multimedia editing lab, audio/video production, repair, and installation, media duplications, graphics design support, large poster printing, and instructional media equipment checkout (ims@sandiego.edu) (p. 7). This team is also responsible for the Campus Learning Spaces and provide classroom SMARTboards and podiums, document cameras, Apple TVs, projectors and training (ext. 4567).

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

## *Instructional Media Services*

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

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

## **College and Schools**

### *College of Arts and Sciences*

College of Arts and Sciences (<http://www.sandiego.edu/cas/>) is the heart of USD, where students thrive in the liberal arts and sciences and develop a coherent, integrated, rich world view.

- Founded in 1949
- 29 majors and 37 minors
- 3 graduate programs
- 19 departments
- 225 devoted, full-time faculty
- 19 honor and professional societies

### *Hahn School of Nursing and Health Science*

Hahn School of Nursing and Health Science (<http://www.sandiego.edu/nursing/>) is a premier private graduate school with a public conscience.

- Ranks as the #1 Catholic Graduate Nursing School in the nation based on *U.S. News & World Report* research
- Internationally recognized faculty have extensive postgraduate research training

- Awarded the largest research grant in USD history.
- Our Nursing Clinical Simulation Laboratory provides expert clinical training

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

Joan B. Kroc School of Peace Studies (<http://www.sandiego.edu/peace/>) works for sustainable peace and justice through innovative education, interdisciplinary scholarship, advanced practice and policy engagement.

- Founded in 2007
- Offers MA in Peace and Justice, MA in Social Innovation, MS in Conflict Management and Resolution, JD/MA Peace and Law Dual Degree
- Focus areas: conflict analysis and resolution, human rights, development and human security
- Benefit from two practice-oriented institutes: the Institute for Peace and Justice and the Trans-Border Institute

### *School of Business*

School of Business (<http://www.sandiego.edu/business/>) develops socially responsible business leaders with a global mindset and a passion for innovation.

- Full-time and evening MBAs offered
- 7 specialty master's programs
- 8 undergraduate business majors
- MBA program ranks 3rd in the world for entrepreneurship by *Financial Times*
- Top 50 Best Business School for 8 years by *Bloomberg Businessweek*
- Faculty ranks A+ grade for teaching quality in seven consecutive rankings

### *School of Law*

School of Law (<http://www.sandiego.edu/law/>) is recognized for the excellence of its faculty, depth of its curriculum, and strength of its clinical programs.

- 900 Juris Doctor and graduate law students annually
- Strong faculty of outstanding scholars and teachers with national and international reputations.
- Member of the Order of the Coif, a national honor society for law school graduates. Focus areas: business and corporate law, constitutional law, intellectual property, international and comparative law, public interest and taxation.

### *School of Leadership and Education Sciences*

School of Leadership and Education Sciences (<http://www.sandiego.edu/soles/>) prepares educators and leaders to serve a diverse society by focusing on human dignity and the quality of life.

- Founded in 1962
- Established the nation's first PhD program in leadership studies in 1979
- Four departments and 10 degree, 16 credential and 4 certificate programs
- Affiliated with 10 academic centers and institutes

### *Shiley-Marcos School of Engineering*

Shiley-Marcos School of Engineering (<http://www.sandiego.edu/engineering/>) inspires students to innovate, create and ultimately make a difference by practicing real-world engineering.

- Offers a Dual BA/BS Degree in four engineering disciplines, a BA degree in computer science, and an MS in Cyber Security Engineering
- Meet prospective employers and find new opportunities while giving back to their community
- Ranks #13 in engineering undergraduate programs in the nation

## College of Arts and Sciences

### Administration

Noelle Norton, PhD, Dean

Stephanie M. Bernasconi, MA, Assistant Dean

Neena Din, PhD, Associate Dean

Ronald S. Kaufmann, PhD, Associate Dean

Frances Nagem Kuhn, MBA, Assistant Dean

Kristin C. Moran, PhD, Associate Dean

Pauline Berryman Powell, MS, Assistant Dean

### Program Directors

Jesse Perez, BFA, Director, MFA Program in Acting

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

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

### 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 Acting, Shiley Graduate Theatre Program

### Director

Jesse Perez, BFA, Acting

### Faculty

Maria Carrera, MA, Alexander Technique

Ray Chambers, BS, Acting

Gerhard Gessner, MA, Yoga

Jan Gist, MFA, Voice and Speech

Fred Miller Robinson, PhD, Modern Drama

Abraham Stoll, PhD, Renaissance Drama

A joint venture of The Old Globe and the University of San Diego, the Shiley Graduate Theatre program nationally recruits seven students each year to participate in an intensive two-year, year-round course of graduate study in

classical theatre. Students complete the 60-unit curriculum by fulfilling the training portion of their study at the University of San Diego and their practical performance work at The Old Globe under the supervision of Globe staff, thereby earning a MFA in Acting.

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

### Additional Admission Requirements

See the Admission (p. 583) page for basic admission requirements.

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



## Degree Requirements

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

### First Year

#### Semester I

THEA 501	Text and Context: Modern Drama	Units	3
THEA 511	Movement I		3
THEA 521	Acting I		3
THEA 541	Voice and Speech I		3

#### Semester II

THEA 502	Text and Context: Renaissance Drama		3
THEA 512	Movement II		3
THEA 522	Acting II		3
THEA 542	Voice and Speech II		3

#### Semester III (Summer)

THEA 506	Graduate Colloquium		3
THEA 531	Globe Production I		3

### Second Year

#### Semester I

THEA 503	Text and Context: Restoration Drama		3
THEA 513	Movement III		3
THEA 523	Acting III		3
THEA 543	Voice and Speech III		3

#### Semester II

THEA 595	Text and Context: Thesis Project	1-6	
THEA 514	Movement IV		3
THEA 524	Acting IV		3
THEA 544	Voice and Speech IV		3

#### Semester III (Summer)

THEA 532	Globe Production II		3
THEA 533	Globe Production III		3

Courses will be taken either at The Old Globe or at USD under the supervision of the Director of the program.

#### THEA 501 | TEXT AND CONTEXT: MODERN DRAMA

##### Units: 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

##### Units: 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: RESTORATION DRAMA

##### Units: 3

A study of the cultural background of Moliere, the Restoration and the 18th century. Readings in the drama of these eras may be supplemented by social, historical, political or artistic material.

#### THEA 506 | GRADUATE COLLOQUIUM

##### Units: 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

##### Units: 3

Course that uses the concepts of Laban and Weight/Time/Space as the basis for physical/vocal explorations and movement-based techniques for the actor. Yoga and private tutorials in the Alexander Technique included and continue throughout the program.

#### THEA 512 | MOVEMENT II

##### Units: 3

An introduction to stage combat that focuses on the skills needed to execute safe and dramatically effective stage violence. Class addresses the unique focus necessary for the integration of combat skills into the actor's process.

#### THEA 513 | MOVEMENT III

##### Units: 3

Course that gives actors the opportunity to apply movement concepts and principles directly to their acting process, strengthening the development of an integrated movement-based acting technique.

#### THEA 514 | MOVEMENT IV

##### Units: 3

In-depth study of acting staged violence, incorporating numerous stage combat disciplines. Work includes fight scenes from Classical, Shakespeare, and Contemporary plays.

#### THEA 521 | ACTING I

##### Units: 3

An exploration of the Stanislavski technique and application of its analytical process to texts in Modern Drama. Extra-curricular performance assignments are an integral part of this course and all acting courses throughout the program.

#### THEA 522 | ACTING II

##### Units: 3

Applies techniques and exploration begun in Acting I to a focus on the performance of Shakespeare, verse and heightened language. Individual emphasis will be placed on practicing alternative techniques that support growth and range of performance.

#### THEA 523 | ACTING III

##### Units: 3

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

#### THEA 524 | ACTING IV

##### Units: 3

Course that prepares actors for professional theatre careers. Focuses on scene work in contemporary drama, audition technique, monologue preparation, on-camera performance and the business of acting.

#### THEA 531 | GLOBE PRODUCTION I

##### Units: 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

##### Units: 3

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

**THEA 533 | GLOBE PRODUCTION III****Units: 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****Units: 3**

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****Units: 3**

Course focuses on individually designed vocal warm-ups. IPA is used to identify and differentiate the speech styles of General American, Standard American and Standard English.

**THEA 543 | VOICE AND SPEECH III****Units: 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****Units: 3**

Focuses on stage dialects and accents, providing practice in the process of identifying, analyzing and learning to speak English with the appearance of an authentic dialect or accent for performance. Studies include phonetic sound changes, pitch patterns, rhythms and speeds, tone placements and cultural expectations of those societies.

**THEA 595 | TEXT AND CONTEXT: THESIS PROJECT****Units: 1-6**

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

## Master of Arts in International Relations

### Director

Avi Spiegel, PhD, JD, International Relations, Politics in the Middle East, U.S.-Middle East Relations

### Faculty

Evan Crawford, PhD, American Politics, State and Local Politics

Casey B.K. Dominguez, PhD, American Politics, Research Design

Emily Edmonds-Poli, PhD, Politics in Latin America, U.S.-Latin American Relations, Politics in Mexico

Cory Gooding, PhD, Race and Ethnic Politics

Timothy McCarty, PhD, Political Theory

Kacie Miura, PhD, Politics of China and the Asia-Pacific, US-China Relations

Vidya Nadkarni, PhD, International Relations Theory, American Foreign Policy, Politics in Russia

Noelle Norton, PhD, American Politics, Gender Politics

David Shirk, PhD, International Political Economy, U.S.-Latin American Relations, Politics in Mexico, Transnational Crime and Terrorism

Andrew Tirrell, PhD, JD, Environmental Politics

J. Michael Williams, PhD, JD, Comparative Politics, Politics in Sub-Saharan Africa, Politics in South Africa

Randy Willoughby, PhD, U.S. National Security, Regional Security, European Politics

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

### Scholarships and Grants

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

## Additional Admission Requirements

See the Admission page (p. 583) for basic admission requirements.

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

## Degree Requirements

Code	Title	Units
POLS 530	Research Methods	1.5-3
or POLS 535	Research Design	
POLS 550	Comparative Politics	3
POLS 570	Theories in International Relations	3
POLS 593	International Relations International Travel Course <sup>1</sup>	1
POLS 595	MAIR Capstone Seminar	3
Electives <sup>2</sup>		18.5
<b>Total Units</b>		<b>30-31.5</b>

<sup>1</sup> Please consult the Program Director for additional information.

<sup>2</sup> Electives may include:

Program electives: Political science and international relations coursework at the 500-level.

Non-program electives: Up to 6 units of the following coursework taken outside the Master in International Relations program with the approval of the graduate director:

- USD Graduate Courses: USD graduate-level coursework on topics related to international relations.

- USD Undergraduate Courses: 300- and 400-level USD undergraduate courses in international relations.

- Transfer Courses: Graduate-level coursework on topics related to international relations. Grades received from other institutions count toward the degree, but not toward the student's grade point average (GPA) in the graduate program.

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

No online courses may count toward the graduate degree.

Approval of courses by the graduate program director is required for all 30 units.

### Combined Degree Program (BA/MA)

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

With graduate director approval, undergraduate students admitted to the combined degree program are permitted take up to 12 units of 500-level coursework to count towards the requirements for both degrees, with 500-level courses counting as undergraduate electives. USD undergraduate students are eligible to apply to the Master's program during their junior or senior year, provided that they have a 3.5 GPA within the major, have completed at least two 300- or 400-level political science or international relations courses (including POLS 350, POLS 370, or POLS 380), and will have completed all courses in preparation for the undergraduate major before enrollment in the combined degree program.

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

### POLS 521 | COMPARATIVE LEGAL SYSTEMS

**Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course examines legal systems from a comparative perspective. Students will study how scholars, lawyers, and policy makers construct and manage formal and informal measures to ensure societal compliance with the law, the legal accountability of state actor, and the provision of basic rights and access to justice under the law. In the process, students will learn about key case studies and cross-national comparisons to understand the differences in legal systems employed around the world. Students may repeat the seminar for credit when the specific topic changes.

**POLS 523 | INTERNATIONAL LAW ENFORCEMENT****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the methods and approaches used to enforce laws internationally, including the use of international conventions, extradition, mutual legal assistance mechanisms, police and judicial cooperation, and other types of international law enforcement cooperation. Students may repeat the seminar for credit when the specific topic changes.

**POLS 527 | INTERNATIONAL LAW AND POLITICS****Units: 1-3 Repeatability: No**

This topics survey course provides an overview of the politics, theory, and practice of international law, including building of international legal frameworks; the negotiation, ratification, and enforcement of treaties; the role and functioning of multinational legal institutions (such as the International Court of Justice, the International Criminal Court, International Criminal Tribunals, United Nations Rapporteurs, etc.); the domestic options available in the adjudication of international legal controversies; and comparative legal systems. Relevant topics include the development of legal regimes and strategies for dealing with human rights, corruption, war crimes, crimes against humanity, terrorism, drug trafficking, and similar issues. Students may repeat the seminar for credit when the specific topic changes.

**POLS 528 | INTERNATIONAL POLITICAL BOUNDARIES AND BORDER POLITICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course provides an examination of international political boundaries, border politics, and related policies, including trade, economic development, migration, law enforcement and security, and international diplomacy. This course considers comparative border dynamics of various regions, such as U.S.-Mexico, U.S.-Canada, China-Russia, India-Pakistan, Spain-Morocco, and the European Union.

**POLS 529 | LAW OF THE SEA****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 530 | RESEARCH METHODS****Units: 3**

This seminar helps students to formulate empirical research questions and introduces basic research strategies to answer them. Through hands-on experience, students learn to develop theories and to test them using basic research designs and uni- and multivariate analyses. In the end, students should be able to conduct and to critically evaluate basic research in the field.

**POLS 535 | RESEARCH DESIGN****Units: 1.5**

This course is a brief introduction to the principles of research design and analysis in the field of political science and international relations. The course discusses the nature of the scholarly community, the development of middle range theories and hypotheses, conceptualizing and operationalizing variables, and testing hypotheses.

**POLS 536 | RESEARCH SKILLS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course enables students to develop understanding and skills in utilizing specialized research methods and tools such as bibliographic research, data gathering, data visualization, qualitative field methods, statistical analysis, and other advanced research methods. Students may repeat the seminar for credit when the specific topic changes. Lectures may be augmented by computer lab time.

**POLS 550 | COMPARATIVE POLITICS****Units: 3**

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

**POLS 554 | REVOLUTIONARY CHANGE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 555 | POLITICS IN EUROPE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 556 | POLITICS OF AFRICA****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 557 | POLITICS IN LATIN AMERICA****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 559 | POLITICS IN THE MIDDLE EAST****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course explores political developments in the Middle East with particular attention to the contemporary era.

**POLS 561 | POLITICS IN SOUTH AFRICA****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 565 | POLITICS IN RUSSIA****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course offers an examination of the political institutions and forces of change in Russia and the Soviet successor states with particular attention to the difficulties of democratization, modernization, and capitalist transformation.

**POLS 566 | POLITICS IN MEXICO****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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



**POLS 567 | POLITICS IN JAPAN****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 568 | POLITICS IN CHINA****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 570 | THEORIES IN INTERNATIONAL RELATIONS****Units: 3**

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

**POLS 571 | UNITED STATES FOREIGN POLICY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 572 | RUSSIAN FOREIGN POLICY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 573 | CHINESE FOREIGN POLICY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course offers an analysis of the foreign policy of the People's Republic of China. Foreign policy-making and China's relations with other international actors will be examined.

**POLS 574 | U.S.-LATIN AMERICA RELATIONS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 575 | U.S.-MIDDLE EAST RELATIONS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the influences and interests that shape U.S. relations toward the Middle East. Rooted in the study of international relations and foreign policy decision-making, the course critically examines the past, present, and future of relations between the United States and a contested and dynamic region. Students may repeat the seminar for credit when the specific topic changes.

**POLS 576 | U.S. NATIONAL SECURITY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 577 | REGIONAL SECURITY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines security dynamics in important regions of the world, such as West Europe, Latin America, East Asia, and the Islamic countries running from Northwest Africa to Southeast Asia. The course addresses issues like military technology, war, diplomatic relations within the region, political economy, drug trafficking, and terrorism, among others. Students may repeat the seminar for credit when the specific topic changes.

**POLS 578 | TRANSNATIONAL CRIME AND TERRORISM****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 580 | INTERNATIONAL POLITICAL ECONOMY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the international and national political strategies affecting economic growth and global distribution of wealth.

**POLS 581 | POLITICS OF DEVELOPMENT****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the challenge of development, and the domestic and international institutions and policies that seek to promote development around the world. A course subtitle may be modified to reflect a focus on a particular country (e.g., The Politics of Development: South Africa). Students may repeat the seminar for credit when the specific topic changes.

**POLS 582 | INTERNATIONAL HUMAN RIGHTS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 583 | INTERNATIONAL ORGANIZATIONS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 584 | INTERNATIONAL ENVIRONMENTAL GOVERNANCE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the policy decisions that determine human responses to environmental challenges. The course explores three foundational topics: environmental ideologies, the global commons, and natural resources valuation. Students apply these core concepts to environmental sectors, such as climate change, sustainable development, marine resources management, environmental negotiations, and conservation.

**POLS 585 | INTERNATIONAL DIPLOMACY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This topics course examines the theory and use of diplomacy in international relations and world politics. Students will learn about different diplomatic approaches, forums, techniques, and tools used by states, international governmental organizations, non-governmental organizations, and other entities working internationally. Students may repeat the seminar for credit when the specific topic changes. Students may repeat the seminar for credit when the specific topic changes.

**POLS 586 | POLITICS OF INTELLIGENCE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course is designed to provide students with an understanding of the history and institutional structure of the US intelligence community, the intelligence production cycle, how intelligence contributes to policymakers, how intelligence agencies are managed and controlled, the ethical debate about intelligence activities, current intelligence issues facing US policy makers, and counterintelligence concerns.

**POLS 589 | POLITICS OF DISASTER AND CRISIS MANAGEMENT****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This topics course examines the problem of natural disasters, crises, and catastrophic events, and the political and policy responses to these phenomena. Students will learn about different types of hazards, such as earthquakes, tornadoes, fires, nuclear disasters, and famines. Students will also learn about the political, economic, and societal factors that contribute to human vulnerability to hazards, such as poverty, corruption, a lack of preparedness, and other issues of governance. Students will also learn about the strategies and practices employed to mitigate hazards and their effects, as well as the ethical dilemmas and moral hazards involved in disaster relief efforts. Finally, and most important, students will have the opportunity to consider the human toll and other implications of catastrophic events. Students may repeat the seminar for credit when the specific topic changes.

**POLS 591 | MIGRATION AND IMMIGRATION POLITICS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This topics course examines theories, trends, and policies related to migration and immigration. The course reviews historical and contemporary global migration trends, as well as the specific contexts, aspects, and drivers of migration and immigration policy. In the process, students will learn about differing views in different nations about complex and contentious issues related to the politics of migration and immigration, including citizenship and naturalization, the rights of migrants and immigrants, the problem of unauthorized migration, border security and interior enforcement, anti-immigrant sentiment and immigrant advocacy, the cost and contributions of migrants and immigrants, crimes committed by and against immigrants, the "assimilation" or integration of new immigrant groups, and the consequences of migration and immigration for the affected countries and communities. Students may repeat the seminar for credit when the specific topic changes.

**POLS 593 | INTERNATIONAL RELATIONS INTERNATIONAL TRAVEL COURSE****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

International travel courses come in different formats and schedules, including seminars, field studies, lectures, simulations, and short travel courses. By traveling to sites of relevance to the course topic, students have the opportunity to meet with policy makers and practitioners, visit locations of interest, and gather information in the field. 593 courses can be repeated for credit provided the topics are substantially different.

**POLS 594 | SPECIAL TOPICS IN INTERNATIONAL RELATIONS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

**POLS 595 | MAIR CAPSTONE SEMINAR****Units: 3 Repeatability: No**

Prerequisites: POLS 550 with a minimum grade of C- and POLS 570 with a minimum grade of C-

The Master of Arts in International Relations (MAIR) program at the University of San Diego hosts a capstone seminar for its graduating students to prepare and present a major research project. This capstone seminar is designed to allow students to integrate the knowledge obtained from their course of study in the program and apply that knowledge to the analysis of contemporary issues in international relations. Research topics are determined by the students in consultation with the capstone instructor and other faculty members who serve as external advisors on the student's project. Students present their work at a formal symposium that is open to the public. The final paper and presentation produced for this seminar allow students to fulfill the main learning objectives of the MAIR program, and help to orient them towards a career in international affairs. Students must have completed at least 24 units prior to enrollment in the MAIR Capstone Seminar.

**POLS 596 | SHORT COURSE IN IR: SPECIAL TOPICS****Units: 0.5-1.5 Repeatability: Yes (Can be repeated for Credit)**

Short courses come in different formats and schedules, including academic seminars, professional workshops, and short travel courses. They allow the department to offer courses on topics and/or on schedules that would not be suitable for three units and they give students greater options and more flexibility in load management and scheduling. 596 courses can be repeated for credit provided the topics are different.

**POLS 598 | INTERNSHIP IN INTERNATIONAL RELATIONS****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

Students can receive credit for internships with the government, nongovernment agencies, corporations, and other suitable entities involved in international relations. Students are required to have a writing component in the internship. Students must have completed at least 15 units in the program and have an overall GPA of 3.33 to request an internship for credit. Internships for credit must be approved by the graduate director.

**POLS 599 | INDEPENDENT STUDY IN INTERNATIONAL RELATIONS****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

Directed research can be conducted under the supervision of one of the permanent graduate faculty members in the Department. Students must have completed 15 units in the program and have an overall GPA of 3.5. Project proposals must be approved by a faculty sponsor and the graduate director.

## Master of Science in Environmental and Ocean Sciences

### Director

Drew M. Talley, PhD, Environmental and Ocean Sciences

### Faculty

Michel A. Boudrias, PhD, Locomotion, Benthic Ecology

Hugh I. Ellis, PhD, Avian Physiological Ecology, Waterbirds

Sarah C. Gray, PhD, Paleoclimatology, Sedimentology

Ronald S. Kaufmann, PhD, Environmental and Ocean Sciences

Mary Sue Lowery, PhD, Fish Biochemistry and Muscle Development

Geoffrey Morse, PhD, Insect Evolution and Ecology

- Andrew Nosal, PhD, Elasmobranch Behavior and Ecology
- Bethany O'Shea, PhD, Environmental Geochemistry
- Jennifer C. Prairie, PhD, Plankton Ecology, Mathematical Biology
- Nathalie B. Reynolds, PhD, Biophysical Dispersal of Larvae, Fisheries Oceanography
- Steven P. Searcy, PhD, Early Life History of Fishes and Invertebrates
- Suzanne Walther, PhD, Fluvial Geomorphology
- Zhi-Yong Yin, PhD, 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)
- Matthew T. Craig, PhD, Fish Population Genetics (Southwest Fisheries Science Center)
- 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)
- John R. Hyde, PhD, Fish Genetics, Physiology and Ecology (Southwest Fisheries Science Center)
- 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)
- Christian Reiss, PhD, Antarctic Biology and Ecology (Southwest Fisheries Science Center)
- Ignacio Rivera-Duarte, PhD, Marine Geochemistry (SPAWAR)
- Michael D. Scott, PhD, Marine Mammal Bycatch (Inter-American Tropical Tuna Commission)
- Brent S. Stewart, PhD, JD, Ecology, Behavior and Physiology of Marine Vertebrates (Hubbs-SeaWorld Research Institute)
- Kevin R. Stuart, PhD, Fish Hatcheries and Aquaculture (Hubbs-SeaWorld Research Institute)
- Theresa S. Talley, PhD, Coastal Ecosystems (California Sea Grant Extension Program)
- Andrew R. Thompson, PhD, Larval Ecology (Southwest Fisheries Science Center)
- Russell D. Vetter, PhD, Evolution and Molecular Biology of Fishes (Southwest Fisheries Science Center)

Nicholas C. Wegner, PhD, Fish Physiology and Ecology (Southwest Fisheries Science Center)

The Department of Environmental and Ocean Sciences offers graduate work leading to the degree of Master of Science in Environmental and Ocean Sciences with two tracks, Marine Science and Environmental Science. This degree is based largely on research and is intended to provide graduate students with an opportunity to design experiments or observations that test hypotheses; to contribute new information to a knowledge base; and to learn to write in a way that facilitates scientific exchange. The program, which combines coursework and research, culminates in a written thesis. The program utilizes not only the excellent facilities at the University of San Diego's Shiley Center for Science and Technology, but those of some nearby institutions, such as the Southwest Fisheries Science Center (National Marine Fisheries, NOAA), Hubbs-SeaWorld Research Institute, the Leon R. Hubbard Hatchery, and the Tijuana National Estuarine Research Reserve. Thesis committees may be headed by USD Environmental and Ocean Sciences graduate faculty, as well as affiliated graduate faculty members. Committee members are drawn from the Environmental and Ocean Sciences faculty at USD, other science departments at USD and senior research scientists at Southwest Fisheries Science Center, Hubbs-SeaWorld Research Institute and other institutions.

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

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

Additional Admission Requirements

See the Admission page (p. 583) for basic admission requirements.

Entrance Semesters	Fall (spring, only under special circumstances)
Application Deadline	Fall: Priority application deadline Jan 15; applications received after April 1 cannot be guaranteed review
Minimum Grade Point Average	3.0 (4.0 scale) in all undergraduate coursework
Standardized Admission Tests	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 with laboratory and one semester each of life science for science majors with laboratory, calculus, statistics, physics for science majors with laboratory and earth or atmospheric science for science majors with laboratory (Environmental Science track).
	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 applicant's Statement of Purpose should specifically address research interests that are compatible with the work of the USD Environmental and Ocean Sciences graduate faculty and affiliated faculty.

The Environmental and Ocean Sciences MS Program includes two tracks, Environmental Science and Marine Science. The selection of a track should be based on the nature of a student's thesis research.

#### Requirements for the Degree

Code	Title	Units
<b>Coursework (minimum 19 units)</b>		
EOSC 500	Core Seminar I	2
EOSC 501	Core Seminar II	2
Graduate Science Courses (12 units), with lab <sup>1</sup>		12
Graduate Elective or Science Course, with lab		3-4
<b>Graduate Science Courses (E = Environmental, M = Marine)</b>		
EOSC 520	Introduction to Remote Sensing (E)	4
EOSC 531	Human Impacts on the Coastal Environment (E,M)	4
EOSC 532	Marine Community Ecology (M)	4
EOSC 533	Plankton Ecology (M)	4
EOSC 534	Wetlands Ecology with Lab (M)	4
EOSC 535	Wetlands Ecology (M)	3
EOSC 538	Animal Behavioral Ecology with Lab (M)	4
EOSC 539	Animal Behavioral Ecology (M)	3
EOSC 540	Mathematical Modeling in Ecology (M)	4
EOSC 550	Geological Oceanography (E,M)	4
EOSC 551	Biological Oceanography (M)	4
EOSC 552	Environmental and Ocean Geochemistry (E,M)	4
EOSC 573	Climatology (E,M)	4
EOSC 574 & 574L	History of the Earth and Climate and History of the Earth and Climate Laboratory (E,M)	4
EOSC 585	Environmental Geology (E)	4
EOSC 587	Surface Water Hydrology (E)	4
EOSC 588	Geomorphology (E)	4
<b>Graduate Electives <sup>2</sup></b>		

EOSC 514	Introduction to Maps and Spatial Data Analysis	4
EOSC 515	Geographic Information Systems	4
EOSC 561	Invertebrate Zoology	4
EOSC 562	Biology of Fishes	4
EOSC 565	Marine Mammals	3
EOSC 594	Special Topics in Environmental and Ocean Sciences	1-4
POLS 529	Law of the Sea	3
<b>Research/Thesis (minimum 10 units)</b>		
EOSC 596	Research <sup>3</sup>	0.5-9
Graduate Elective or Science course may replace up to 4 units of EOSC 596.		
EOSC 597	Thesis <sup>3</sup>	1
A minimum of 1 unit of EOSC 597 must be applied toward the degree requirements.		

- <sup>1</sup> Students in the Marine Science track must take at least two graduate science courses (8 units) with an M designation. Students in the Environmental Science track must take at least two graduate science courses (8 units) with an E designation. Electives could be E or M for students in either track.
- <sup>2</sup> A maximum of six undergraduate units taken at the university may be applied to the graduate program, unless a student is enrolled in the combined degree program. Examples include BIOL 301, BIOL 364, BIOL 416, BIOL 477, BIOL 478, POLS 349. This list is not exhaustive; consult the graduate program director. See the current Undergraduate Course Catalog for course descriptions. No course taken to fulfill an undergraduate deficiency may count toward the required units in the graduate program.
- <sup>3</sup> Students may take these courses for 0.5 unit only after they have completed all of the program requirements except EOSC 597. Students who are enrolled for 0.5 unit of EOSC 596 or EOSC 597 are considered half-time.

### Thesis Committee

A thesis committee of at least three members will be established during the second semester of enrollment. It will consist of at least one full-time USD graduate faculty member and may include members from approved outside institutions. The entire thesis committee will meet with the student semi-annually to assess progress and give advice. Following approval of the thesis proposal by both the thesis chair and the graduate program director and satisfaction of any deficiencies noted at the time of admission to the program, the student will be recommended for candidacy by the thesis committee. Adequate progress will need to be made to maintain candidacy (see candidacy policy, available in the graduate handbook). Additional courses related to the student's area may be required by the committee chair. All students must be enrolled for at least 1 unit to remain active in the program. Students who have completed all program requirements except EOSC 597, including all required courses, may enroll in 0.5 units to remain active in the program.

## Recommended Program of Study

### First Year

Semester I	Units
EOSC 500	Core Seminar I
Graduate Science Course	4
Graduate Science Course or Elective	3-4

### Semester II

EOSC 501	Core Seminar II	2
Graduate Science Course		4
Graduate Science Course or Elective		3-4

### Second Year



**Semester I**

EOSC 596	Research	6-7
EOSC 596 or Graduate Elective		3-4

**Semester II**

EOSC 597	Thesis	1
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Note: Students who will not finish by the end of their second summer should take 9 units in semester I of the second year and 1 unit of EOSC 596 in semester II of the second year. These students should take 0.5-1 unit of EOSC 597 each semester until they finish.

## Combined Degree Program (BA/MS)

Undergraduates who are completing a degree in Environmental and Ocean Sciences can apply for admission to the MS program before finishing the BA. Students can apply up to 12 units of course work toward the requirements for both degrees. Applications are accepted during a student's junior or senior year as an undergraduate, following a process similar to the standard application procedure for admission to the Environmental and Ocean Sciences MS Program. Admitted students have undergraduate status until they complete their BA degree requirements, then become graduate students during the subsequent fall semester.

Students need to complete a minimum of 18 units while they have graduate student status in order to satisfy the combined degree program requirements.

Below are recommended programs of study for students enrolled in the combined degree program from each of the three pathways in the undergraduate Environmental and Ocean Sciences major. The recommended program of study is given for the student's junior and senior year as an undergraduate, and for the student's first year solely in the graduate program. For the first and second years as an undergraduate, see the recommended program of study for the undergraduate program in Environmental and Ocean Sciences.

## Recommended Program of Study - Marine Ecology Pathway

**Junior Year****Semester I**

EOSC 300	Environmental Issues	3
EOSC 301	Research Applications in Environmental and Ocean Sciences	4
BIOL 300	Genetics	3
EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		3-6

**Semester II**

Pathway electives*		7-8
EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		6-9

**Senior Year****Semester I**

Pathway elective*		3-4
Upper-division BIOL course		3-4
EOSC 495	Senior Seminar	1
CC or Electives		6-9

**Semester II**

Pathway electives*	7-8
Upper-division BIOL course	3-4
CC or Electives	3-6

## Recommended Program of Study - Environmental Science Pathway

**Junior Year**

Semester I		Units
EOSC 300	Environmental Issues	3
EOSC 301	Research Applications in Environmental and Ocean Sciences	4
EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		4-9

**Semester II**

EOSC 314*	Introduction to Maps and Spatial Data Analysis	4
Pathway elective*		3-4
EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		6-9

**Senior Year****Semester I**

Pathway elective*		3-4
EOSC 495	Senior Seminar	1
CC or Electives		8-12

**Semester II**

Pathway electives*		7-8
CC or Electives		9-12

## Recommended Program of Study - Environmental Studies Pathway

**Junior Year**

Semester I		Units
EOSC 300	Environmental Issues	3
EOSC 301	Research Applications in Environmental and Ocean Sciences	4
EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		4-9

**Semester II**

EOSC 314*	Introduction to Maps and Spatial Data Analysis	4
PHIL 338 or 344	Environmental Ethics Environmental Justice	3
EOSC 496, 498, or 499	Research Internship Independent Study	1
CC or Electives		6-9

**Senior Year****Semester I**

EOSC 305	Environmental Assessment Practices	3
Pathway elective*		3-4
EOSC 495	Senior Seminar	1
CC or Electives		6-9
<b>Semester II</b>		
Pathway electives*		6-7
CC or Electives		6-9

\* For students enrolled in the BA/MS combined degree program, these courses can apply to both the BA and MS degree requirements (up to 12 units), if chosen appropriately.

## Recommended Program of Study - Graduate

### First Year

#### Semester I

EOSC 500	Core Seminar I	2
Graduate Science Course or Elective		3-4
EOSC 596	Research	3-4

#### Semester II

EOSC 501	Core Seminar II	2
EOSC 596	Research	2-3
EOSC 596 or Elective		3-4
EOSC 597	Thesis	1

Note: Students who will not finish by the end of their first year in the MS program should take 8 units in semester II of the first graduate year and 0.5-1 unit of EOSC 597 each semester until they finish.

#### EOSC 500 | CORE SEMINAR I

##### Units: 2 Repeatability: No

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

#### EOSC 501 | CORE SEMINAR II

##### Units: 2 Repeatability: No

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

#### EOSC 511 | STATISTICS

##### Units: 3 Repeatability: No

This course is intended to build on a basic understanding of statistical analysis gained at the undergraduate level. The course will review methods of hypothesis testing and the statistical tests most commonly used in environmental and ocean sciences. It will introduce multivariate techniques and modern nonparametric methods. The main emphasis will be experimental design and choosing the most appropriate methods of statistical analysis to answer specific questions. Students will learn how to use the statistical software package R and will have the opportunity to work with their own data, if applicable. Three hours per week.

#### EOSC 514 | INTRODUCTION TO MAPS AND SPATIAL DATA ANALYSIS

##### Units: 4 Repeatability: No

Use of maps as an analytical tool. Topics include: map reading; the use of maps as a medium for describing and analyzing various types of spatially-distributed data; stereoscopic interpretation and cartographic representation of landforms, vegetation, and land use. Laboratory exercises will use ArcGIS software. Two hours of lecture and one laboratory per week. Fall semester.

#### EOSC 515 | GEOGRAPHIC INFORMATION SYSTEMS

##### Units: 4 Repeatability: No

Theory and practice of Geographic Information Systems (GIS) as a tool for the display and manipulation of spatial data. Applications include: urban planning; land use classification; biomass analysis; crop monitoring; forest resource assessment and management; and disaster assessment, management, and recovery. Laboratory exercises will use ArcGIS software. Two hours of lecture and one laboratory per week. Spring semester.

#### EOSC 520 | INTRODUCTION TO REMOTE SENSING

##### Units: 4 Repeatability: No

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

#### EOSC 531 | HUMAN IMPACTS ON THE COASTAL ENVIRONMENT

##### Units: 4 Repeatability: No

An interdisciplinary study of physical, chemical, and biological processes in the oceans with an emphasis on coastal environments. Topics include coastal oceanography, nutrient distribution and geochemical cycles, primary productivity, food webs and fisheries, and benthic habitats. This course examines the interactions between abiotic forces in the oceans and the organisms that live in a variety of habitats. Environmental issues will be connected to major scientific themes. Three hours of lecture and one laboratory per week.

#### EOSC 532 | MARINE COMMUNITY ECOLOGY

##### Units: 4 Repeatability: No

This course is intended to introduce students to the fundamentals of marine community ecology, provide students with field experiences so that they may become familiar with various ecological sampling designs and methods, and expose students to the diversity of coastal marine environments in the San Diego area. Students will read and discuss classic marine ecology papers, and conduct marine ecological studies in field and laboratory settings. Students will also be required to participate in a semester-long research project. Three hours of lecture and one laboratory per week. Spring semester.

#### EOSC 533 | PLANKTON ECOLOGY

##### Units: 4 Repeatability: No

This course is a study of the fundamental processes in plankton ecology from the perspective of how individual plankton interact with each other and their environment. Throughout the course, students will gain intuition about life in the plankton by incorporating an understanding of both the biology of the organisms and their physical environment. In addition to lecture, the course includes lab activities, reading and discussing peer-reviewed scientific articles, and completing group and individual assignments.

**EOSC 534 | WETLANDS ECOLOGY WITH LAB****Units: 4 Repeatability: No**

A comprehensive look at wetland ecology and management. Focuses on physical, biogeochemical, and ecological aspects of major wetland ecosystems with an emphasis on local urban wetlands. Also includes wetland management concepts and approaches worldwide. This course includes a weekly lab. Students may not receive credit for taking both EOSC 534 and EOSC 535.

**EOSC 535 | WETLANDS ECOLOGY****Units: 3 Repeatability: No**

A comprehensive look at wetland ecology and management. Focuses on physical, biogeochemical, and ecological aspects of major wetland ecosystems with an emphasis on local urban wetlands. Also includes wetland management concepts and approaches worldwide. Students may not receive credit for taking both EOSC 534 and EOSC 535.

**EOSC 538 | ANIMAL BEHAVIORAL ECOLOGY WITH LAB****Units: 4 Repeatability: No**

This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. The inquiry-based lab introduces methods commonly used in behavioral ecology and allows students to test their own hypotheses within the framework of prescribed field and laboratory exercises. Students may not receive credit for taking both EOSC 538 and EOSC 539 or for taking both EOSC 538 and PSYC 344.

**EOSC 539 | ANIMAL BEHAVIORAL ECOLOGY****Units: 3 Repeatability: No**

This course examines the evolution of animal behavior in an ecological context. Topics include economic decision making, co-evolutionary arms races, competition, aggression, biological rhythms, group living, sexual and family conflict, parental care, mating systems, cooperation, and communication. This course explores questions in behavioral ecology using basic concepts and theory, as well as model-based, comparative, and experimental approaches. Students may not receive credit for taking both EOSC 539 and EOSC 538.

**EOSC 540 | MATHEMATICAL MODELING IN ECOLOGY****Units: 4 Repeatability: No**

An introduction to mathematical applications to ecology. In this integrative course, students will learn to describe ecological processes in mathematical terms and formulate different types of mathematical models relevant to ecology. In a weekly lab, students from EOSC 440 and MATH 440 will work together on integrative projects and computer programming applications to mathematical ecology. Students may not receive credit for taking both EOSC 540 and MATH 440.

**EOSC 550 | GEOLOGICAL OCEANOGRAPHY****Units: 4 Repeatability: No**

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

**EOSC 551 | BIOLOGICAL OCEANOGRAPHY****Units: 4 Repeatability: No**

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

**EOSC 552 | ENVIRONMENTAL AND OCEAN GEOCHEMISTRY****Units: 4 Repeatability: No**

What makes the oceans salty? Why do plankton need dust to survive? Why is arsenic in groundwater considered the worst mass poisoning in human history? Is Fiji Water really pristine? In this course you'll learn how water – oceans, rivers, groundwater – differ in composition and the processes that control their chemistry. We'll trace the journey of water from rain, to rivers, into groundwater, and how water-rock interaction contributes to ocean salinity. What happens when these waters are contaminated? We'll investigate basic soil and water contamination processes caused by environmental processes such as mining, refining ores, and disposal of waste into landfill. The course will focus on metal contamination, both naturally occurring in rocks (mines in San Diego) and anthropogenically influenced (metals in Mission Bay). We'll determine how much contamination is too much, for both organisms and humans, and the possible health effects of exposure to these contaminants.

**EOSC 561 | INVERTEBRATE ZOOLOGY****Units: 4 Repeatability: No**

A survey of the invertebrate animals with emphasis on evolutionary relationships among the groups as expressed by their morphology and physiology. Three hours of lecture and one laboratory weekly.

**EOSC 562 | BIOLOGY OF FISHES****Units: 4 Repeatability: No**

This course examines the various aspects of ichthyology encompassing the anatomy, physiology, ecology, evolution, ethology, and natural history of fishes. Lab includes techniques of identification and a general survey of fish systematics and zoogeography.. Three hours of lecture and one laboratory per week.

**EOSC 565 | MARINE MAMMALS****Units: 3 Repeatability: No**

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.

**EOSC 573 | CLIMATOLOGY****Units: 4 Repeatability: No**

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 hours of lecture and one laboratory per week.

**EOSC 574 | HISTORY OF THE EARTH AND CLIMATE****Units: 3 Repeatability: No**

Corequisites: EOSC 574L

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.

**EOSC 574L | HISTORY OF THE EARTH AND CLIMATE LABORATORY****Units: 1 Repeatability: No**

Corequisites: EOSC 574

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; correlation and sequence stratigraphy; d) radiometric dating, and e) isotopic proxies of climate. The laboratory may include field trips. Lab must be taken with concurrent registration in MARS 574.

**EOSC 585 | ENVIRONMENTAL GEOLOGY****Units: 4 Repeatability: No**

This course focuses on the interaction between humans and the geologic environment. We will examine geologic processes responsible for forming a variety of Earth resources, such as ore deposits (e.g., copper minerals) and energy resources (e.g., fossil and nuclear fuels). Anthropogenic extraction, processing, and disposal of these resources, and their impact on the environment, will be investigated. Two Earth resources will be the subject of detailed study: groundwater and soils. An in-depth explanation of processes relating to both (e.g., groundwater flow, water quality, soil composition) will be developed, followed by an investigation of practices used in the monitoring and assessment of anthropogenic contamination of soil and groundwater. This course will help to prepare students for working in academia, government, or as an environmental consultant. Three hours of lecture and one laboratory per week. Some weekend field trips may be required.

**EOSC 587 | SURFACE WATER HYDROLOGY****Units: 4 Repeatability: No**

A course to cover principles of surface water hydrology and methods to solve hydrologic problems related to urbanization, soil and water conservation, and water resources management. The components of the hydrologic cycle and the concept of water balance will be discussed in detail. This course also will cover various methods of hydrologic computation, the basics of watershed modeling, applications of GIS in hydrology, and issues especially relevant to Southern California. Three hours of lecture and one laboratory per week and some field trips.

**EOSC 588 | GEOMORPHOLOGY****Units: 4 Repeatability: No**

An introduction to geomorphology, the study of landforms and the processes that produce and modify them. Explores how landforms respond to climate change, tectonic forcing, and changes in land use. Addresses common geomorphic processes including weathering, soils, hill slope processes, fluvial processes and landforms, aeolian transport, glacial and periglacial environments, karst, and coastal processes. This course includes a weekly lab.

**EOSC 594 | SPECIAL TOPICS IN ENVIRONMENTAL AND OCEAN SCIENCES****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

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

**EOSC 595 | DIRECTED READINGS****Units: 1-3 Repeatability: No**

Specific sets of readings tailored to address particular needs of a student.

Generally, this course would be related to the research interests of a student and would be under the guidance of a member of the student's thesis committee.

Typically, a maximum of three units may be used toward the degree requirements without consent of the program director.

**EOSC 596 | RESEARCH****Units: 0.5-9 Repeatability: Yes (Can be repeated for Credit)**

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.

**EOSC 597 | THESIS****Units: 0.5-1 Repeatability: Yes (Can be repeated for Credit)**

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.

## Hahn School of Nursing and Health Science

### Administration

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

Karen Macauley, PhD, DNP, APRN, Associate Dean for Advanced Practice Programs, Associate Professor

Kathyann Kenny Marsh, PhD, RN, Associate Dean for Master's and International Nursing Programs, Associate Professor

Cynthia D. Connelly, PhD, RN, FAAN, Director, Nursing Research and Interim Director, PhD Program, Professor

Karen Sue Hoyt, PhD, APRN, FAANP, FAAN, Director, NP Programs, Professor

Jonathan Mack, PhD, APRN, Director, Health Care and Nursing Informatics Programs, Associate Professor

David Haigh, MS, MA, Senior Manager for Simulation and Innovative Learning

Linda Johnston, BA, Assistant to the Dean, Operations and Fiscal Affairs

Cathleen Mumper, MA, Director, Admissions and Student Services

Carol J. Scimone, BA, Assistant Director, Communications and Events

Amy Wright, MA, Clinical Placement Coordinator

### Faculty

Mary Barger, PhD, APRN, FACNM, Associate Professor

Barbara Berkowich, PhD, MA, Clinical Associate Professor

Brenda Boone, PhD, RN, Clinical Associate Professor

Sharon Boothe-Kepple, PhD, APRN, Associate Professor

Joseph Burkard, DNSc, APRN, Professor

Ruth Bush, PhD, MPH, FAMIA, Professor

Pedro Colio, DNP, APRN, Clinical Associate Professor



Cynthia D. Connelly, PhD, RN, FAAN, Professor

Laurie Ecoff, PhD, APRN, Clinical Professor

Sue Ellis, DNP, APRN, Clinical Associate Professor

Caroline Etland, PhD, APRN, Associate Professor

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Martha Fuller, PhD, APRN, Associate Professor

Jane M. Georges, PhD, RN, Professor

Tennille Gifford, MSN, RN, Clinical Assistant Professor

Dale Glaser, PhD, Associate Professor of Statistics

Sally Brosz Hardin, PhD, APRN, FAAN, Professor

Karen Sue Hoyt, PhD, APRN, FAANP, FAAN, Professor

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Lyn Puhek, DNP, APRN, Clinical Associate Professor

Semira Semino-Asaro, PhD, APRN, Associate Professor

Lisa Sheehan, DNP, APRN, Clinical Associate Professor

Kathleen Stacy, PhD, APRN, FCNSI, Clinical Professor

Roger Strong, PhD, RN, Clinical Associate Professor

Michael Terry, DNP, APRN, Clinical Professor

Linda Urden, DNSc, APRN, FAAN, Professor

## Mission Statement

The Hahn School of Nursing and Health Science is a community of progressive scholars in an intellectually rigorous, research intensive environment. We educate graduate level nurses to optimize health, promote healing and alleviate suffering through reflective practice, knowledge generation, service to the community and leadership at local and global levels. We seek to deepen our commitment to social justice by influencing health policy and by promoting an ethical approach to nursing characterized by compassion and respect for the dignity of the individual.

## Doctor of Philosophy in Nursing (PhD)

MSN to PhD

BSN to PhD

Executive Nurse Leader

Adult-Gerontology Clinical Nurse Specialist

## Doctor of Nursing Practice (DNP)

MSN to DNP (Post-MSN)

BSN to DNP

Family Nurse Practitioner

Family Nurse Practitioner in Emergency Care

Dual Adult-Gerontology/ Family Nurse Practitioner

Dual Pediatric/Family Nurse Practitioner

Health Systems Leadership

Nursing Informatics and Data Science

Psychiatric-Mental Health Nurse Practitioner

## Master of Science in Nursing (MSN)

Adult-Gerontology Clinical Nurse Specialist

Dual Adult-Gerontology Clinical Nurse Specialist/Executive Nurse Leader

Executive Nurse Leader

Nursing Informatics

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

Clinical Nurse Leader

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

Health Care Informatics

Health Care Analytics

Health Care Informatics Leadership

## Accreditation

The master's degree program in nursing and Doctor of Nursing Practice program at the University of San Diego Hahn School of Nursing and Health Science: Beyster Institute for Nursing Research are accredited by the Commission on Collegiate Nursing Education (<https://www.ccnaccreditation.org/>).

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

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

## Financial Aid Programs for Nursing Students

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

## Private Scholarships

Scholarships available through the Hahn School of Nursing and Health Science are based on merit and need. The scholarships include: H.N. and Frances C. Berger Foundation, Loretta Breyer, Edward and Gretchen Cairns, Yvonne Carteron, Mary Jane Charleton, Danvera Foundation, Desmond, the Donald C. and Elizabeth M. Dickinson Foundation, Mary Gresko, Marian Hubbard, 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, Stallard, Cathleen K. Wilson, Julie I. Wilkinson and Richard and Kaye Woltman Scholarships, as well as the Dean's Merit Scholar awards and the Dean's Research Scholar awards.

## Private Loan Fund

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

# Doctor of Philosophy Degree

The Doctor of Philosophy in Nursing Program is based on the belief that nursing is a science, nurse scholars must receive preparation at this level to develop as scientists, and 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 investigator 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

The Doctor of Philosophy degree prepares nurses for a career in research and the scholarship of discovery. To achieve expertise as beginning level nurse scientists, students are educated and socialized for their roles both didactically through course work, seminars 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. Critical research focuses on health promotion, management of chronic illness, health disparities, and improving the outcomes of care. The development of nursing science, interdisciplinary collaboration, dissemination of research, and innovative ideas are significant aspects of the program. The MSN to PhD 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. 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. The BSN to PhD may be completed in 4-5 years.

- MSN to PhD (p. 609)
- BSN to PhD Adult-Gerontology Clinical Nurse Specialist (p. 610)
- BSN to PhD Executive Nurse Leader (p. 611)

## General Regulations

1. **Residency Requirement**  
Students must fulfill this requirement by enrolling in:
  - a. 12 units of on-campus doctoral coursework during a 12-month period
2. **Transfer of Credit**  
(See here (p. 582) and for more information on Transfer of Graduate Credit) Students may transfer up to 12 units of post-master's work with approval. Extension credit is not transferable.
3. **Admission to Candidacy**  
Admission to candidacy (not equivalent to admission to the program) is achieved when the student has an approved dissertation proposal.
4. **Time Limit**  
Students are allowed a maximum of two years from completion of course work to admission to candidacy.

### PHDN 601 | PHILOSOPHY OF SCIENCE IN NURSING

**Units: 3 Repeatability: No**

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

**Units: 3 Repeatability: No**

Focuses on theory building, the nature of theory formation, critical analysis and synthesis of theoretical frameworks.

### PHDN 607 | APPLIED STATISTICS AND QUANTITATIVE RESEARCH METHODS

**Units: 3 Repeatability: No**

Examines a variety of quantitative research designs, data collection and statistical analysis procedures appropriate to each. Students interpret statistical computer output.

### PHDN 608 | APPLICATIONS OF MULTIVARIATE STATISTICS

**Units: 3 Repeatability: No**

Prerequisites: PHDN 607 with a minimum grade of B-  
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.

### PHDN 609 | DATA MANAGEMENT

**Units: 3 Repeatability: No**

This course is designed to enhance the student's competence in management of data in the conduct of research. It provides interactive experiences to create datasets or analyze existing data sets. Students input and analyze data, read outputs, and report data in table and narrative formats. Students gain experience in preparing data based presentations using tables, graphs, and charts.

### PHDN 610 | MIXED METHODS RESEARCH

**Units: 3 Repeatability: No**

Prerequisites: PHDN 670 with a minimum grade of B- and PHDN 673 with a minimum grade of B-  
Overviews mixed methods research (MMR) approaches and explores the epistemological and paradigmatic implications of MMR. Examines the types of research problems addressed by mixing quantitative and qualitative methods of inquiry, the major types of MMR designs, data collection strategies, data analysis and integration of quantitative and qualitative data in reporting findings. Prepares students to critique, design and, conduct mixed methods research. Throughout the course attention will be given to the process of developing a MMR proposal and producing publishable mixed methods studies.

**PHDN 612 | SEMINAR IN PATIENT ENGAGEMENT AND HEALTH TECHNOLOGY****Units: 3 Repeatability: No**

This course provides an interdisciplinary examination of the principles and concepts of patient engagement and patient activation as they relate to health, health care, and research methodology. Students will also become more familiar with the concurrent and related growth of patient centered outcomes research and the proliferation of health – related technology, including the electronic health record, the patient portal, personalized health data trackers (e.g. Fitbits), and computer/telephone applications. In addition, students will have an opportunity to apply this knowledge to their own area of research by creating a participatory research project proposal addressing an element of patient engagement and patient-centered outcomes methodology applicable to their scholarly expertise or organizational need.

**PHDN 640 | BIOETHICAL ISSUES IN NURSING****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

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****Units: 1 Repeatability: No**

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****Units: 1 Repeatability: No**

Provides the ethical implications and application for research, policy, education, and practice.

**PHDN 652 | DISSERTATION RESEARCH****Units: 1 Repeatability: No**

Development of original research with faculty mentor. An emphasis on the preparation of a critique-based literature review and methodological issues.

**PHDN 653 | DISSERTATION RESEARCH****Units: 1-3 Repeatability: No**

Ongoing development of original research with faculty mentor. An emphasis on the development of an in-depth, detailed plan for data collection for the dissertation.

**PHDN 654 | NURSING RESEARCH SEMINAR****Units: 3 Repeatability: No**

Provides support for the actual conduct of the dissertation with emphasis on commonly encountered challenges to data collection and management. Addresses the process and procedures for proposal presentation, IRB submission, final presentation and submission of the dissertation.

**PHDN 655 | NURSING RESEARCH SEMINAR****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Provides support for the finalization of the dissertation. After the completion of 15 units of dissertation research (six units of PHDN 650-653, three units of PHDN 654, and six units of PHDN 695), candidates must continue to register for PHDN 695 (1 unit) and PHDN 655 (1 unit) each semester to maintain candidacy until the dissertation is completed.

**PHDN 670 | QUANTITATIVE DESIGNS IN RESEARCH****Units: 3 Repeatability: No**

Prerequisites: PHDN 601 with a minimum grade of C- and PHDN 607 with a minimum grade of C-  
Critical analysis of scientific inquiry using advanced nonexperimental (descriptive and correlational) and experimental (quasi- and true experimental) quantitative research designs. Emphasizes application of advanced statistical analyses related to specific research designs.

**PHDN 672 | PSYCHOMETRIC THEORY AND MEASUREMENT****Units: 3 Repeatability: No**

Prerequisites: PHDN 602 with a minimum grade of B- and PHDN 608 with a minimum grade of B- and PHDN 673 with a minimum grade of B-  
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****Units: 3 Repeatability: No**

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 676 | THE PRACTICE OF QUALITATIVE RESEARCH****Units: 3 Repeatability: No**

Prerequisites: PHDN 673 with a minimum grade of B-  
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).

**PHDN 677 | ADVANCED QUANTITATIVE DESIGNS IN RESEARCH****Units: 3 Repeatability: No**

Prerequisites: PHDN 670 with a minimum grade of B-  
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. (Required for students using quantitative methods in dissertation research).

**PHDN 683 | COMMUNICATING NURSING KNOWLEDGE****Units: 3 Repeatability: No**

An in-depth exploration of the role of teaching in communicating nursing scholarship in academic settings in nursing. Students will critically analyze all aspects of courses design and evaluate the evidence behind different recommended best practices. Through designing and presenting a variety of knowledge dissemination approaches and critiquing other's presentations, student will gain experience and confidence in matching dissemination strategies to identified learning objectives.

**PHDN 684 | SEMINAR IN GRANT WRITING****Units: 3 Repeatability: No**

Addresses all aspects of grant writing, including funding sources, proposal writing and management of funded projects.

**PHDN 685 | WRITING FOR PUBLICATION****Units: 3 Repeatability: No**

Focuses on scholarly writing in professional nursing. Emphasizes manuscript development for submission for publication. Address multiple venues and publication formats, as well as ethical and legal issues in publishing.

**PHDN 687 | INNOVATIONS IN NURSING EDUCATION****Units: 3 Repeatability: No**

Explores theoretical foundations and educational philosophies fundamental to nursing education. Innovative teaching strategies and technological approaches to professional education are presented. Experienced faculty/students discuss challenges encountered in teaching nursing students in diversified classrooms.

**PHDN 688 | PALLIATIVE CARE : THEORY AND PRAXIS****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

Examines theoretical and empirical explanation of health promotion on the well-being of individuals, families, and communities. The course encourages students to complete reviews of evidence-based research and the effectiveness of health promotion programs, health counseling, and communication including health education principles, evaluation methods, and funding opportunities. Synthesis of the literature in relation to student research interest is required to support the development of a dissertation/project relevant to a health promotion concern.

**PHDN 690 | THEORY AND RESEARCH IN EXECUTIVE LEADERSHIP****Units: 3 Repeatability: No**

This course focuses on select theories and research regarding executive leadership. It emphasizes the internal and external factors substantively affecting executive leadership. Interactive learning experiences encourage self-reflection regarding positive and negative aspects of one's leadership style and potential methods for enhancing these skills. Students will have the opportunity to participate in a pilot study regarding executive leadership to enhance interviewing, data gathering, and analytic expertise.

**PHDN 693A | RESEARCH RESIDENCY****Units: 3 Repeatability: No**

This experience is related to the research focus of the mentor. The mentor may be a USD faculty member or researcher in another institution. Students are expected to participate in all aspects of the researcher role, including but not limited to grant development, data collection, data management, data analysis, team meetings, clinical aspects, and poster or manuscript preparation.

**PHDN 693B | TEACHING RESIDENCY****Units: 3 Repeatability: No**

Students are expected to participate in classroom and clinical teaching experiences and all facets of the educator role including planning, implementation, and evaluation aspects of teaching-learning experiences. Lesson plans and development of web-based course materials are part of this experience.

**PHDN 693C | EXECUTIVE NURSE LEADER RESIDENCY****Units: 3 Repeatability: No**

Designed for 1. Knowledge acquisition of the nurse scientist role in executive practice (practice, the academy, and policy); and 2. To develop the knowledge and skills necessary to apply leadership concepts, skills, and decision making in the design, implementation, oversight, and accountability in complex systems. The student is expected to participate in all aspects of the executive role and/or a specific research project as mutually defined.

**PHDN 694 | SPECIAL TOPICS IN NURSING RESEARCH****Units: 3 Repeatability: No**

In-depth study of a research method, targeted review of the literature or a dissertation related topic under the guidance of the dissertation chairperson. A publishable paper or poster presentation is an expected outcome.

**PHDN 695 | DISSERTATION****Units: 1-9 Repeatability: Yes (Can be repeated for Credit)**

Development and implementation of original research. Provides support for the finalization of the dissertation. After the completion of 15 units of dissertation research (six units of PHDN 650-653, three units of PHDN 654, and six units of PHDN 695), candidates must continue to register for PHDN 695 (1 unit) and PHDN 655 (1 unit) each semester to maintain candidacy until the dissertation is completed.

**PHDN 697 | SEMINAR IN HEALTH EQUITY AND DISPARITY RESEARCH****Units: 3 Repeatability: No**

This course examines the concept of social determinants of health and their role in achieving population health equity. Several theoretical frameworks used in studying health disparities will be explored with a comprehensive overview of risk factors related to social determinants of health and their role in observed health disparities in the United States will be provided. In addition, students will consider trends and patterns of disparity and inequity that impact health care access, quality of health care, and health outcomes within social, cultural, political, economic, and environmental contexts using a systematic, multidisciplinary approach.

## MSN to PhD

### Degree Requirements

The program of study includes a minimum of 48 units of post-master's coursework. This includes 15 units for the dissertation. A minimum grade of B- is required in degree courses with an overall GPA of 3.0.

Code	Title	Units
<b>Core Component</b>		<b>9</b>
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
<b>Research Component</b>		<b>15</b>
Designed to enhance the knowledge and skills necessary to develop and implement a program of research.		
PHDN 607	Applied Statistics and Quantitative Research Methods	3



PHDN 608	Applications of Multivariate Statistics	3
PHDN 670	Quantitative Designs in Research	3
PHDN 673	Introduction to Qualitative Research: Background, Processes, and Approaches	3
PHDN 676	The Practice of Qualitative Research <sup>1</sup>	3
Dissertation students using qualitative methods enroll in PHDN 676		
PHDN 677	Advanced Quantitative Designs in Research	3
Dissertation students using quantitative methods enroll in PHDN 677		
<b>Areas of Emphasis</b>		<b>9</b>
Three graduate courses selected by the student and advisor related to the student's specific research topic		
<b>Dissertation Component (15 units minimum)</b>		<b>15</b>
PHDN 650	Nursing Research Seminar	1
PHDN 651	Nursing Research Seminar	1
PHDN 652	Dissertation Research	1
PHDN 653	Dissertation Research	1-3
PHDN 654	Nursing Research Seminar	3
PHDN 695	Dissertation	1-9
Total Units		48

<sup>1</sup> PHDN 676 is required for students conducting qualitative dissertations.  
PHDN 677 is required for students conducting quantitative dissertations.

The presentation of the proposal and dissertation findings are required. After the completion of 15 units of dissertation research (six units of PHDN 650-653, three units of PHDN 654, and six units of PHDN 695), candidates must continue to register for PHDN 695 (1 unit) and PHDN 655 (1 unit) each semester to maintain candidacy until the dissertation is completed. See the Doctoral Student Handbook for guidelines on producing the dissertation.

## BSN to PHD Adult-Gerontology Clinical Nurse Specialist

Code	Title	Units
<b>Year One</b>		
<b>Fall Semester</b>		
APNC 520	Advanced Pathophysiology	3
ACNS 619	CNS Specialty Role and Practice Foundations	3
MSNC 511	Evidence Based Practice: Role of Theory and Research	3
<b>Spring Semester</b>		
ACNS 632	Adult-Gerontology I: CNS Practice in Individual Patient Sphere	3
ACNS 632P	Adult-Gerontology I: CNS Practice in Individual Patient Sphere Practicum	3
ACNS 521	Advanced Physical Assessment	4
<b>Summer Session</b>		
ACNS 634	Adult-Gerontology II: CNS Practice in the Nurse Sphere	3
ACNS 634P	Adult-Gerontology II: CNS Practice in the Nurse Sphere Pract	2
HCIN 540	Introduction to Health Care Information Management	3
<b>Year Two</b>		
<b>Fall Semester</b>		
ACNS 636	Adult Gerontology III: CNS Practice in the Organizational/Systems Sphere	3

ACNS 636P	Adult Gerontology III: CNS Practice in the Organizational/Systems Sphere Practicum	2
ACNS 524	Advanced Pharmacology	3

### Spring Semester

ACNS 638	Adult Gerontology IV: Advanced CNS Practice	3
ACNS 638P	Adult Gerontology IV: Advanced CNS Practicum	3

Completion of requirements for Master in Science in Nursing Degree

### Year Three

#### Fall Semester

PHDN 601	Philosophy of Science in Nursing	3
PHDN 607	Applied Statistics and Quantitative Research Methods	3
PHDN 650	Nursing Research Seminar	1

#### Spring Semester

PHDN 602	Theory Development in Nursing	3
PHDN 608	Applications of Multivariate Statistics	3
PHDN 651	Nursing Research Seminar	1

### Summer Session

Emphasis Course		3
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PHDN 683	Communicating Nursing Knowledge	
PHDN 688	Palliative Care : Theory and Praxis	

Or:

PHDN 690	Theory and Research in Executive Leadership	
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### Year Four

#### Fall Semester

PHDN 652	Dissertation Research	1
PHDN 670	Quantitative Designs in Research	3
PHDN 673	Introduction to Qualitative Research: Background, Processes, and Approaches	3

#### Spring Semester

PHDN 654	Nursing Research Seminar	3
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#### Emphasis Course

PHDN 677	Advanced Quantitative Designs in Research <sup>1</sup>	
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Or:

PHDN 676	The Practice of Qualitative Research <sup>1</sup>	
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### Year Five

#### Fall Semester

PHDN 649	Research Seminar in Health Policy	3
PHDN 653	Dissertation Research	3

#### Spring Semester

PHDN 695	Dissertation <sup>2</sup>	6
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<sup>1</sup> PHDN 676 is required for students conducting qualitative dissertations.  
PHDN 677 is required for students conducting quantitative dissertations.

<sup>2</sup> The presentation of the proposal and dissertation findings are required. After the completion of 15 units of dissertation research (six units of PHDN 650-653, three units of PHDN 654, and six units of PHDN 695), candidates must continue to register for PHDN 695 (1 unit) and PHDN 655 (1 unit) each semester to maintain candidacy until the dissertation is completed. See the Doctoral Student Handbook for guidelines on producing the dissertation.

## BSN to PhD Executive Nurse Leader

Code	Title	Units
<b>Year One</b>		
<b>Fall Semester</b>		
MSNC 511	Evidence Based Practice: Role of Theory and Research	3
ENLC 556	Management of Health Care System Quality Outcomes and Patient Safety	3
ENLC 553	Financial Management in Health Care Systems	3
<b>Spring Semester</b>		
ENLC 555	Resource Management in Health Systems	3
ENLC 557	Strategic Planning and Management of Health Systems	3
<b>Summer Session</b>		
HCIN 540	Introduction to Health Care Information Management	3
<b>PhD Program</b>		
<b>Year Two</b>		
<b>Fall Semester</b>		
PHDN 601	Philosophy of Science in Nursing	3
PHDN 607	Applied Statistics and Quantitative Research Methods	3
PHDN 650	Nursing Research Seminar	1
<b>Spring Semester</b>		
PHDN 602	Theory Development in Nursing	3
PHDN 608	Applications of Multivariate Statistics	3
PHDN 651	Nursing Research Seminar	1
<b>Summer Session</b>		
PHDN 690	Theory and Research in Executive Leadership	3
PHDN 693C	Executive Nurse Leader Residency	3
<b>Year Three</b>		
<b>Fall Semester</b>		
PHDN 670	Quantitative Designs in Research	3
PHDN 673	Introduction to Qualitative Research: Background, Processes, and Approaches	3
PHDN 652	Dissertation Research	1
<b>Spring Semester</b>		
PHDN 654	Nursing Research Seminar	3
<b>Emphasis Course</b>		
PHDN 676	The Practice of Qualitative Research <sup>1</sup>	3
<b>Or:</b>		
PHDN 677	Advanced Quantitative Designs in Research <sup>1</sup>	3
<b>Summer Session</b>		
<b>Emphasis Course</b>		
<b>Year Four</b>		
<b>Fall Semester</b>		
PHDN 649	Research Seminar in Health Policy	3
<b>Emphasis Course</b>		
PHDN 653	Dissertation Research	3
<b>Spring Semester</b>		
PHDN 695	Dissertation	6
<b>Total Units</b>		<b>69</b>

- <sup>1</sup> PHDN 676 is required for students conducting qualitative dissertations. PHDN 677 is required for students conducting quantitative dissertations.
- <sup>2</sup> The presentation of the proposal and dissertation findings are required. After the completion of 15 units of dissertation research (six units of PHDN 650-653, three units of PHDN 654, and six units of PHDN 695), candidates must continue to register for PHDN 695 (1 unit) and PHDN 655 (1 unit) each semester to maintain candidacy until the dissertation is completed. See the Doctoral Student Handbook for guidelines on producing the dissertation.

## Doctor of Nursing Practice Degree

The Doctor of Nursing Practice (DNP) program is designed to prepare leaders for the nursing profession who have expertise in advanced nursing practice with an individual 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.

- Post-MSN to DNP APRN Track (p. 618)
- Post-MSN to DNP Emergency Care for Family Nurse Practitioners Emphasis (p. 618)
- Post-MSN to DNP Nursing Informatics and Data Science (p. 618) Track (p. 618)
- Post-MSN to DNP Health Systems Leadership (p. 618) Track (p. 618)

The BSN to DNP program is offered for RNs who desire preparation in primary care as a: Family Nurse Practitioner (FNP), Dual Pediatric/Family Nurse Practitioner (PNP/FNP), Dual Adult-Gerontology/Family Nurse Practitioner (AGNP/FNP), Family Nurse Practitioner in Emergency Care (FNP/ENP), Psychiatric-Mental Health Nurse Practitioner (PMHNP).

The BSN to DNP program is also offered for RNs who desire preparation in various health care settings in: Nursing Informatics and Data Science, Health Systems Leadership

Graduates of a master's entry program in nursing are also eligible to apply.

- BSN to DNP Family Nurse Practitioner (p. 619) Track (p. 618)
- BSN to DNP Dual Pediatric Nurse Practitioner/Family Nurse Practitioner (p. 619) Track (p. 618)
- BSN to DNP Dual Adult-Gerontology Nurse Practitioner/Family Nurse Practitioner (p. 619) Track (p. 618)
- BSN to DNP Family Nurse Practitioner in Emergency Care Emphasis (p. 619)
- BSN to DNP Psychiatric-Mental Health Nurse Practitioner (p. 620) Track (p. 618)
- BSN to DNP Nursing Informatics and Data Science (p. 620) Track (p. 618)
- BSN to DNP Health Systems Leadership (p. 620) Track (p. 618)

Graduates are eligible to write national certification examinations appropriate to their educational preparation.

**APNC 520 | ADVANCED PATHOPHYSIOLOGY****Units: 3 Repeatability: No**

Focuses on pathophysiological processes across the lifespan and the development of clinical reasoning skills required in advanced practice nursing. Distinguishes between normal physiology and specific system alterations produced by injury and disease. Explores etiology, pathogenesis, developmental and environmental influences, and clinical manifestations of major health problems. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. A minimum 80% examination average must be achieved in order to successfully complete the course.

**APNC 521 | APRN PHYSICAL ASSESSMENT AND DIAGNOSIS****Units: 3-4 Repeatability: No**

Prerequisites: APNC 520 with a minimum grade of C- (Can be taken Concurrently)

Explores theoretical and clinical practice principles of advanced physical assessment and diagnosis across the lifespan. Utilizes various methods of comprehensive evidence-based data gathering, analysis, and documentation including history taking, physical examination, screening for common diseases, diagnostic procedures, and differential diagnoses. Differentiates abnormalities from common normal variations characteristic of various developmental, cultural, and ethnic groups. Laboratory-based practicum experiences provide the opportunity for the integration of theory with APRN role responsibilities specific to physical assessment and diagnosis. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. A minimum 80% examination average must be achieved in order to successfully complete the course.

**APNC 521L | HEALTH ASSESSMENT AND DIAGNOSIS LAB****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Explores theoretical and clinical practice principles of advanced physical assessment and diagnosis across the lifespan. Utilizes various methods of comprehensive evidence-based data gathering, analysis, and documentation including history taking, physical examination, screening for common diseases, diagnostic procedures, and differential diagnoses. Differentiates abnormalities from common normal variations characteristic of various developmental, cultural, and ethnic groups. Laboratory-based practicum experiences provide the opportunity for the integration of theory with APRN role responsibilities specific to physical assessment and diagnosis. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**APNC 523 | PHARMACOLOGY IN HEALTH MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: APNC 520 with a minimum grade of C-

Provides an evidence-based knowledge of pharmacotherapeutics for patients across the lifespan including special populations. Develops a foundation for decision-making necessary for initiating, monitoring, and modifying pharmacological treatment plans. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. A minimum 80% examination average must be achieved in order to successfully complete the course.

**DNPC 610 | PHILOSOPHY OF REFLECTIVE PRACTICE****Units: 3 Repeatability: No**

Provides the student with the opportunity to explore the philosophical underpinnings of advanced nursing practice and practice inquiry including ontology and epistemology of reflective practice and current practice inquiry perspectives. Explores selected methodologies and their philosophical assumptions as a basis for developing a reflective practice that informs and is informed by inquiry bridging science and practice. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 611 | METHODS OF TRANSLATIONAL SCIENCE/ EVIDENCE BASED CLINICAL PRACTICE****Units: 3 Repeatability: No**

This is the first of several courses in the APRN program that provides the foundation and methods for translational science and evidence-based clinical practice. Focuses on critical analysis, synthesis, and application of translational research models. Emphasizes areas including: (a) establishing a connection between scientific research and clinical practice, (b) evaluating research findings for application in evidence based practice, (c) exploring analytic approaches to translational science (including interdisciplinary models), and (d) examining the impact of translational science findings into practice at the individual, family, system, and population level. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 622 | PATHOGENESIS OF COMPLEX DISEASE****Units: 3 Repeatability: No**

Prerequisites: APNC 520 with a minimum grade of C- and APNC 521 with a minimum grade of C- and APNC 523 with a minimum grade of C- Critical analysis and synthesis of advanced pathophysiology and clinical genetics to examine complex disease states in acutely or chronically ill individuals with an emphasis on multi-system conditions. Provides a foundation for use of evidence-based practice models in clinical management with an emphasis on pharmacogenetics. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 625 | EPIDEMIOLOGY: FOUNDATIONS OF EVIDENCE-BASED PRACTICE****Units: 3 Repeatability: No**

Focuses on the application of epidemiologic principles and biostatistical analysis to resolution of health problems. Emphasizes the use of epidemiologic models to identify factors contributing to health problems and to plan health care delivery programs to address contributing factors. Addresses use of biostatistical techniques to identify relationships among contributing factors and health problems encountered in practice. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 626 | STRATEGIC PLANNING AND QUALITY INITIATIVES****Units: 3 Repeatability: No**

Prerequisites: DNPC 625 with a minimum grade of C

Emphasizes strategic planning and management, systems and organizational theories, and quality improvement tools, processes and methodologies. Acquaints students with the processes, tools and techniques of strategic planning that will enable them to manage their patient population more strategically and to contribute effectively to strategic thinking and action in healthcare organizations. Focuses on leadership and the process of health care delivery from a systems perspective, emphasizing continuous process improvement as crucial to achieving high quality outcomes. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 630 | DNP SCHOLARLY PRACTICE****Units: 1-8 Repeatability: Yes (Can be repeated for Credit)**

Prepares the graduate to 1) design, deliver, and evaluate comprehensive evidenced-based care to individuals and/aggregates incorporating advanced practice nursing competencies; 2) provide leadership in promoting evidenced-based practice in an advanced practice specialty, and 3) function as a practice specialist/consultant in the resolution of clinical problems. Students will be registered by their advisor for 1-6 units each semester in order to complete the minimum number of total units for their specialty track (I.e., Post MSN DNP: 10 total units; BSN/DNP FNP & PMHNP: 11 total units; BSN/DNP FNP/AGNP & FNP/PNP: 8 total units). Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 648 | HEALTH POLICY ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: ENLC 553 with a minimum grade of C- and DNPC 625 with a minimum grade of C-

Examines the process of policy formation within the health care industry from the perspectives of origin, implementation, and analysis. Focuses on the impact of health policy on the consumer and provider. Examines current legislative actions and issues and assumes a leadership role in the policy making process.

Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 653 | FINANCIAL DECISION MAKING FOR HEALTH CARE SETTINGS****Units: 3 Repeatability: No**

Explores the financial characteristics of health care as a business. Provides a forum to evaluate financial information through the analysis of budgets, financial statements, insurance/reimbursement, cost effectiveness, cost avoidance, and how those elements specifically affect the role of the Doctor of Nursing Practice. Provides a foundation of financial analytical skills to be applied in various health care settings. Note: A minimum 80% examination average must be achieved in order to successfully complete the course. Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 660 | ADVANCED LEADERSHIP AND SYSTEMS MANAGEMENT****Units: 3 Repeatability: No**

This course explores theoretical and applied principles of leadership in complex health care delivery systems. Students will explore health care organizations to determine how leadership, technology, and system complexity affects care delivery. Students will examine how learning health care systems management differs from traditional systems management and the benefits they offer to complex delivery systems.

**DNPC 665 | CONSUMER HEALTH INFORMATICS****Units: 3 Repeatability: No**

This course explores theoretical and applied principles of leadership in complex health care delivery systems. Students will explore health care organizations to determine how leadership, technology, and system complexity affects care delivery. Students will examine how learning health care systems management differs from traditional systems management and the benefits they offer to complex delivery systems.

**DNPC 686 | PERSPECTIVES IN PROGRAM PLANNING AND EVALUATION****Units: 3 Repeatability: No**

Prerequisites: (DNPC 610 with a minimum grade of C- and DNPC 611 with a minimum grade of C-) or (PHDN 673 with a minimum grade of C- and PHDN 670 with a minimum grade of C-) and DNPC 625 with a minimum grade of C-

Prepares students to design, implement, and evaluate health care delivery or educational programs or projects. Focuses on principles of program planning and evaluation and models applicable to comprehensive systematic evaluations of complex health care delivery or educational projects or programs. Students design and implement an evaluation of a specific evidence-based practice project, health care delivery program, or educational program. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**HCIN 540 | INTRODUCTION TO HEALTH CARE INFORMATION MANAGEMENT****Units: 3 Repeatability: No**

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 552 | CLINICAL DOCUMENTATION: ELECTRONIC MEDICAL RECORD SYSTEMS****Units: 3 Repeatability: No**

Clinical documentation: Electronic systems explore hardware/software development requirements for EMRs and application of EMR data for: quality, risk assessment, billing, and research applications. Includes overview of clinical devices that assist in medication administration such as BCMA(Bar Code Medication Administration). Applies problem-based learning to the development of clinical rules and alert systems for both Clinical Decision Support (CDS) and CPOE (computerized Physician Order entry) systems. Course emphasizes regulatory requirements for electronic medical records to include: HIPPA, Meaningful Use Requirements, security applications, and federal breach reporting.

**HCIN 542 | SYSTEMS ANALYSIS AND DESIGN FOR HEALTH CARE INFORMATICS****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- (Can be taken Concurrently) and HCIN 541 with a minimum grade of C- (Can be taken Concurrently)

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****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C-

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 Medical 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****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C- and HCIN 542 with a minimum grade of C- and HCIN 543 with a minimum grade of C- (Can be taken Concurrently) and HCIN 545 with a minimum grade of C- (Can be taken Concurrently)

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 547 | HEALTH CARE ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: HCIN 541 with a minimum grade of C- and HCIN 542 with a minimum grade of C- and HCIN 543 with a minimum grade of C- and HCIN 552 with a minimum grade of C-

Prepares students to apply various types of clinical data to solve complex clinical questions based on prior knowledge achieved in the Health Care Informatics program. Students apply an evidence-based practice approach to solve various clinical questions using a variety of clinical data sets including population level data. Course focus includes how data can be leveraged to solve specific clinical questions, the development of Clinical Decision support rules, and Precision Medicine applications. Students will develop data analytics skills by utilizing real-world use cases found in the clinical setting.

**HCIN 554 | TELEHEALTH & EMERGING TECH****Units: 3 Repeatability: No**

Provides an introduction to the emerging discipline of telehealth. Provides a historical perspective of remote monitoring of patients using various types of telehealth, including video conferencing, telephonic, and home based sensors. Includes an overview of relevant hardware and software requirements for a telehealth program. Includes federal and state regulations covering telehealth practice and reimbursement models by Medicare, Medicaid and other insurers. Includes consumer grade health monitoring devices and emerging health care technology.

**HCIN 615 | ADVANCED HEALTH CARE ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 542 with a minimum grade of C- (Can be taken Concurrently) and HCIN 543 with a minimum grade of C- (Can be taken Concurrently) and HCIN 547 with a minimum grade of C- and HCIN 549 with a minimum grade of C- and HCIN 552 with a minimum grade of C- and HCIN 600 with a minimum grade of C-

This course will explore methods and tools to address a variety of health care issues by leveraging data to design, solve, and test a data-driven hypothesis. This course will explore the application of quantitative and qualitative data to evaluate programs and research studies. Students will also examine data stewardship and data governance roles in organizations that employ enterprise data warehouses (EDW). Data security and privacy are examined from the health care data analyst role. Additional course topics include emerging trends in health care, data science, and bioinformatics.

**HCIN 625 | DIGITAL HEALTH CARE MARKETING****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C-

This course will explore marketing principles and methods utilized in the health care industry from the perspective of a health care leader. Students will learn how to assess market needs for health care organizations and service lines. Course will include case studies to understand ethical, regulatory, and liability issues in health care marketing. Additional course topics include web-based advertising, management of marketing staff, and website design.

**HCIN 630 | HEALTH CARE LAW AND RISK MANAGEMENT****Units: 3 Repeatability: No**

This course explores laws encountered by health care managers and strategies to reduce liability to health care organizations. Case studies will assist the Student to examine legal and ethical issues encountered when managing health care delivery systems. This course will examine laws and regulations that govern the relationships between health care providers and entities, the management of employees and medical staff who deliver patient care, labor relations, the management of information, patient rights and responsibilities, and tort law. Students will research an area of health care liability and develop a plan to mitigate risk in the health care setting.

**NPTC 535 | PRIMARY ADULT-GERONTOLOGY HEALTH CARE: MANAGEMENT OF OLDER ADULTS WITH LONG-TERM HEALTH PROBLEMS****Units: 1-6 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 602 with a minimum grade of C- and NPTC 604 with a minimum grade of C-

Focuses on assessment and management of complex long-term health problems in older adults by the adult/gerontology nurse practitioner. Evaluates the evidence base for screening, differential diagnosis, and management of long-term health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Incorporates theoretical perspectives of chronicity including chronic illness trajectories, psychological impact, role adaptations, and lifestyle adjustments required of long-term health problems for individuals, families, and caregivers. Analyzes the structure, regulation, and financing of the U.S. long-term health care system and the impact of various settings and support services within that system on older adults and families experiencing long-term health problems. Uses technology and information systems to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 541 | SELECTIVE CLINICAL PRACTICUM****Units: 1-15 Repeatability: No**

Clinical experiences in a primary care setting selected by the student to meet individual learning needs/career goals. Focus is on more in-depth experiential learning of the NP role in a general or more specialized area of primary care practice. Clinical supervision provided by nurse practitioner faculty and on-site preceptors and can be arranged in a variety of ambulatory care settings.

**NPTC 549 | PRIMARY PEDIATRIC HEALTH CARE: SELECTED TOPICS FOR PRIMARY CARE OF CHILDREN****Units: 1-6 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 602 with a minimum grade of C- and NPTC 604 with a minimum grade of C-  
 Focuses on assessment and management of selected topics in children from birth through adolescence by the pediatric nurse practitioner in a variety of collaborative primary care settings. Evaluates the evidence base for screening, differential diagnosis, and management of pediatric health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Builds upon a foundation of knowledge of well child care; variations in growth, development, and behavior; and the in-depth management of both common and uncommon complex and chronic pediatric problems. Analyzes the structure, regulation, and financing of the U.S. health care system and the impact of various settings and support services within that system on children and families experiencing chronic health problems. Uses technology and information systems to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 602 | PRIMARY CARE I****Units: 1-6 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C-  
 Analyzes principles of health promotion, health maintenance, and risk assessment across the lifespan by the nurse practitioner in primary care. Emphasizes assessment of development and health behaviors among individuals and families in the context of ethnicity, culture, and community. Related classroom, lab, and clinical experiences in selected health care and community settings provide opportunity for application of these concepts. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 604 | PRIMARY CARE IIA****Units: 1-6 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 602 with a minimum grade of B-  
 Focuses on assessment and management of common acute health problems with less emphasis on chronic health problems in individuals across the lifespan in primary care settings by the nurse practitioner. Evaluates the evidence for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Incorporates technology and information systems to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care setting provide opportunity for application of these concepts. (This course is the first part of the primary Care II series). Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 605 | PRIMARY CARE IIB****Units: 1-6 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 602 with a minimum grade of B- and NPTC 604 with a minimum grade of B-  
 Focuses on assessment and management of common chronic health problems with less emphasis on acute health problems in individuals across the lifespan in primary care settings by the nurse practitioner. Evaluates the evidence for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Technology and information systems are incorporated to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care setting provide opportunity for application of these concepts. (This course is the second part of the primary Care II series.). Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 608 | PRIMARY CARE IIIA****Units: 1-7 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 602 with a minimum grade of B- and NPTC 604 with a minimum grade of B- and NPTC 605 with a minimum grade of B-  
 Focuses on assessment and management of common complex and/or unstable acute and chronic health problems in individuals across the lifespan in primary care settings by the nurse practitioner. Evaluates the evidence base for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Uses technology, information systems, and business principles to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. (This course is the first part of the Primary Care III series.). Note: Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 609 | PRIMARY CARE IIIB****Units: 1-7 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 602 with a minimum grade of B- and NPTC 604 with a minimum grade of B- and NPTC 605 with a minimum grade of B- and NPTC 608 with a minimum grade of B-  
 Focuses on assessment and management of common complex and/or unstable acute and chronic health problems and emergencies in individuals across the lifespan in primary care and long-term care settings by the nurse practitioner. Evaluates the evidence base for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Incorporates an innovative approach to a clinical problem using technology, information systems, and business principles. Related classroom, lab, and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. (This course is the second part of the Primary Care III series.). Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 610 | FNP IN EMERGENCY CARE****Units: 4-15 Repeatability: No**

Prerequisites: APNC 520 with a minimum grade of B- and APNC 521 with a minimum grade of B- and APNC 523 with a minimum grade of B- and NPTC 602 with a minimum grade of B- and NPTC 604 with a minimum grade of B- and NPTC 605 (Can be taken Concurrently)

Focuses on assessment and management of individuals across the lifespan in emergency care settings by the nurse practitioner. Evaluates the evidence base for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Incorporates an innovative approach to a clinical problem using technology, information systems, and business principles. Related classroom, lab, and clinical experiences in selected emergency 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: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 611 | FOUNDATIONS OF PSYCHIATRIC ASSESSMENT****Units: 3 Repeatability: No**

Corequisites: APNC 520, APNC 521

First of three courses providing fundamental conceptual basis for the APRN-PMH clinical sequence of courses. Focuses on the knowledge necessary for the comprehensive assessment and identification of common and complex psychiatric conditions. Emphasis is on interviewing, differential diagnosis, and oral and written presentation of findings. Explores the role of the psychiatric nurse practitioner related to interdisciplinary practice. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

**NPTC 612 | FOUNDATIONS OF PSYCHOPHARMACOLOGY****Units: 5 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and APNC 523 with a minimum grade of C- and NPTC 611 with a minimum grade of B-  
Second of three courses providing fundamental conceptual basis for the APRN-PMH clinical sequence of courses. Provides an evidence-based understanding of neuroscience and pharmacotherapeutics for patients with mental health conditions. Builds on previous knowledge of assessment and differential diagnosis of psychiatric disorders. Establishes a foundation for decision-making necessary for initiating, monitoring, and modifying pharmacological treatment plans for mental health conditions. Incorporates the legal and regulatory requirements related to NP practice in California. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

**NPTC 613 | FOUNDATIONS OF PSYCHOTHERAPY****Units: 5 Repeatability: No**

Prerequisites: NPTC 611 with a minimum grade of B- and NPTC 612 with a minimum grade of B- and NPTC 521 with a minimum grade of C- and NPTC 523 with a minimum grade of C-

Third of three courses providing fundamental conceptual basis for the APRN-PMH clinical sequence of courses. Introduces the management of individuals with mental health disorders focusing on integration of selected evidence-based psychotherapy modalities. Teaches case formulation and treatment planning based on the recovery and biopsychosocial models. Incorporates an understanding the individual client in the context of family, sociocultural, and group systems. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

**NPTC 614 | APPLIED PSYCHOTHERAPEUTICS WITH ADULTS - I****Units: 5 Repeatability: No**

Prerequisites: NPTC 611 with a minimum grade of B- and NPTC 612 with a minimum grade of B- and NPTC 613 with a minimum grade of B-  
First of three courses introducing the management of adults and older adults with mental health disorders. Focuses on the integration of selected evidence-based interventions from psychotherapy and psychopharmacology. Develops cognitive-behavioral psychotherapy case conceptualization and treatment planning skills. Selects and applies appropriate treatment interventions for individuals with mood, anxiety, obsessive-compulsive, and trauma/stress-related disorders. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

**NPTC 615 | APPLIED PSYCHOTHERAPEUTICS WITH ADULTS - II****Units: 5 Repeatability: No**

Prerequisites: NPTC 611 with a minimum grade of B- and NPTC 612 with a minimum grade of B- and NPTC 613 with a minimum grade of B- and NPTC 614 with a minimum grade of B-  
Second of three courses on the management of adults and older adults with mental health disorders. Focuses on the integration of selected evidence-based interventions from psychotherapy and psychopharmacology. Develops supportive and group psychotherapy case conceptualization and treatment planning skills. Selects and applies appropriate treatment interventions for individuals with psychotic disorders, substance use disorders, and personality disorders. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

**NPTC 617 | APPLIED PSYCHOTHERAPEUTICS WITH CHILDREN & ADOLESCENTS – I****Units: 5 Repeatability: No**

Prerequisites: NPTC 611 with a minimum grade of B- and NPTC 612 with a minimum grade of B- and NPTC 613 with a minimum grade of B- and NPTC 614 with a minimum grade of B- and NPTC 615 with a minimum grade of B- and NPTC 616 with a minimum grade of B-

First of two courses on the management of children and adolescents with mental health and/or behavioral disorders. Incorporates child/adolescent development and family systems in the assessment and treatment of children/families. Focuses on the integration of selected evidence-based interventions from psychotherapy and psychopharmacology. Selects and applies appropriate treatment interventions for anxiety, depressive and neurodevelopmental disorders. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

**NPTC 618 | APPLIED PSYCHOTHERAPEUTICS WITH CHILDREN & ADOLESCENTS – II****Units: 5 Repeatability: No**

Prerequisites: NPTC 611 with a minimum grade of B- and NPTC 612 with a minimum grade of B- and NPTC 613 with a minimum grade of B- and NPTC 614 with a minimum grade of B- and NPTC 615 with a minimum grade of B- and NPTC 616 with a minimum grade of B- and NPTC 617 with a minimum grade of B-

Second of two courses on the management of children and adolescents with mental health and/or behavioral disorders. Incorporates child/adolescent development and family systems in the assessment and treatment of children / families. Focuses on the integration of selected evidence-based interventions from psychotherapy and psychopharmacology. Selects and applies appropriate treatment interventions for bipolar, psychotic, trauma/stress-related, substance-use, and eating/elimination disorders. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

**NPTC 624 | PMHC III: PSYCHOPHARMACOLOGY****Units: 5 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and APNC 523 with a minimum grade of C- and NPTC 627 with a minimum grade of B- and NPTC 651 with a minimum grade of B-

Provides an evidence-based knowledge of pharmacotherapeutics for patients with mental health conditions across the lifespan including special populations. Establishes a foundation for decision-making necessary for initiating, monitoring, and modifying pharmacological treatment plans for mental health conditions. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 627 | PMHC I: BIOPSYCHOSOCIAL FOUNDATIONS OF BEHAVIOR & PSYCHOPATHOLOGY****Units: 4 Repeatability: No**

Corequisites: APNC 521

Presents a multidisciplinary, evidence-based approach to the understanding of normal and abnormal human behavior across the lifespan. Emphasizes genetic, neurobiological, developmental, interpersonal, sociocultural, and environmental perspectives of behavior and behavioral change. Provides the fundamental conceptual basis for the APRN-PMH clinical sequence of courses. Focuses on the psychiatric nurse practitioner's application of the principles of health promotion, health maintenance, and risk assessment with individuals across the lifespan. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 651 | PMHC II: PSYCHIATRIC ASSESSMENT & DIAGNOSES****Units: 4 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 627 with a minimum grade of B-

Focuses on the knowledge necessary for the comprehensive assessment and management of common and complex psychiatric conditions across the lifespan. Emphasis is on interviewing, differential diagnosis, psychopathology, case formulation and initial treatment planning of mental health disorders. Explores the role of the psychiatric nurse practitioner related to interdisciplinary practice. Classroom and clinical experiences in selected inpatient and community settings provide opportunities for application of theoretical concepts with individuals across the lifespan. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 653 | PMHC IVA: INDIVIDUAL PSYCHOTHERAPY I****Units: 7 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 627 with a minimum grade of B- and NPTC 651 with a minimum grade of B- Introduces the management of individuals with mental health disorders across the lifespan focusing on selected evidence-based psychotherapy modalities. Builds on previous coursework based on the biopsychosocial model. Develops fundamental psychological case conceptualization skills and conducts appropriate treatment interventions for common and complex conditions. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 655 | PMHC IVB: INDIVIDUAL PSYCHOTHERAPY I****Units: 5 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 627 with a minimum grade of B- and NPTC 651 with a minimum grade of B- Builds on the content and skills acquired in NPTC 653. Explores psychotherapeutic modalities in more depth and expands skills in formulating cases with children and adults along with their expertise in utilizing selected evidence-based interventions. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.



**NPTC 657 | PMHC V: PSYCHOTHERAPY WITH GROUP AND FAMILY SYSTEMS****Units: 5 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 627 with a minimum grade of B- and NPTC 651 with a minimum grade of B- and NPTC 653 with a minimum grade of B-

Focuses on the theory relevant to systems dynamics including group and family psychotherapy. Emphasizes preparing students to make comprehensive assessments and determine appropriate interventions when working with individuals in complex systems. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**Post-MSN to DNP APRN Track**

Code	Title	Units
<b>DNP Core Component</b>		
DNPC 610	Philosophy of Reflective Practice	3
DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 622	Pathogenesis of Complex Disease	3
DNPC 625	Epidemiology: Foundations of Evidence-Based Practice	3
DNPC 626	Strategic Planning and Quality Initiatives	3
DNPC 648	Health Policy Analysis	3
DNPC 686	Perspectives in Program Planning and Evaluation	3
DNPC 653	Financial Decision Making for Health Care Settings	3
<b>DNP Scholarly Practice</b>		
DNPC 630	DNP Scholarly Practice	10
Total Units		34

**Post-MSN to DNP Emergency Care for Family Nurse Practitioners Emphasis**

Code	Title	Units
<b>DNP Core Component</b>		
DNPC 610	Philosophy of Reflective Practice	3
DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 622	Pathogenesis of Complex Disease	3
DNPC 625	Epidemiology: Foundations of Evidence-Based Practice	3
DNPC 626	Strategic Planning and Quality Initiatives	3
DNPC 648	Health Policy Analysis	3
DNPC 686	Perspectives in Program Planning and Evaluation	3
DNPC 653	Financial Decision Making for Health Care Settings	3
<b>Emergency Care for FNP's</b>		
NPTC 610	FNP in Emergency Care	15
<b>DNP Scholarly Practice</b>		
DNPC 630	DNP Scholarly Practice	10
Total Units		49

**Post-MSN to DNP Nursing Informatics and Data Science Track**

Code	Title	Units
<b>DNP Core</b>		
DNPC 610	Philosophy of Reflective Practice	3
DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 625	Epidemiology: Foundations of Evidence-Based Practice	3
DNPC 626	Strategic Planning and Quality Initiatives	3
DNPC 648	Health Policy Analysis	3
DNPC 653	Financial Decision Making for Health Care Settings	3
DNPC 660	Advanced Leadership and Systems Management	3
DNPC 665	Consumer Health Informatics	3
DNPC 686	Perspectives in Program Planning and Evaluation	3
<b>Health Care Informatics Core</b>		
HCIN 554	Telehealth & Emerging Tech	3
HCIN 600	Population Health Analytics	3
HCIN 615	Advanced Health Care Analysis	3
<b>Scholarly Practice</b>		
DNPC 630	DNP Scholarly Practice	10-19
Total Units		46-55

**Post-MSN to DNP Health Systems Leadership Track**

Code	Title	Units
<b>DNP Core</b>		
DNPC 610	Philosophy of Reflective Practice	3
DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 625	Epidemiology: Foundations of Evidence-Based Practice	3
DNPC 626	Strategic Planning and Quality Initiatives	3
DNPC 648	Health Policy Analysis	3
DNPC 653	Financial Decision Making for Health Care Settings	3
DNPC 660	Advanced Leadership and Systems Management	3
DNPC 665	Consumer Health Informatics	3
DNPC 686	Perspectives in Program Planning and Evaluation	3
<b>Nursing Informatics Core</b>		
HCIN 611	Health Care Economics	3
HCIN 625	Digital Health Care Marketing	3
HCIN 630	Health Care Law and Risk Management	3
<b>Scholarly Practice</b>		
DNPC 630	DNP Scholarly Practice	10-19
Total Units		46-55

## BSN to DNP Family Nurse Practitioner Track

Code	Title	Units
<b>NP Core</b>		
APNC 520	Advanced Pathophysiology	3
APNC 521	APRN Physical Assessment and Diagnosis	4
APNC 523	Pharmacology in Health Management	3
HCIN 540	Introduction to Health Care Information Management	3
<b>FNP Track</b>		
NPTC 602	Primary Care I	6
NPTC 604	Primary Care IIA	6
NPTC 605	Primary Care IIB	6
NPTC 608	Primary Care IIIA	6
NPTC 609	Primary Care IIIB	6
<b>DNP Core Component</b>		
DNPC 610	Philosophy of Reflective Practice	3
DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 622	Pathogenesis of Complex Disease	3
DNPC 625	Epidemiology: Foundations of Evidence-Based Practice	3
DNPC 626	Strategic Planning and Quality Initiatives	3
DNPC 648	Health Policy Analysis	3
DNPC 686	Perspectives in Program Planning and Evaluation	3
DNPC 653	Financial Decision Making for Health Care Settings	3
<b>DNP Scholarly Practice</b>		
DNPC 630	DNP Scholarly Practice	1-6
Total Units		78

## BSN to DNP Dual Pediatric Nurse Practitioner/Family Nurse Practitioner Track

Code	Title	Units
<b>NP Core</b>		
APNC 520	Advanced Pathophysiology	3
APNC 521	APRN Physical Assessment and Diagnosis	4
APNC 523	Pharmacology in Health Management	3
APNC 524	Advanced Pharmacology	3
<b>FNP/PNP Track</b>		
NPTC 602	Primary Care I	6
NPTC 604	Primary Care IIA	6
NPTC 605	Primary Care IIB	6
NPTC 608	Primary Care IIIA	6
NPTC 609	Primary Care IIIB	6
NPTC 619	Pediatric Primary Care I: Developmental and Behavioral Pediatrics in Primary Pediatric Health Care	3
NPTC 620	Pediatric Primary Care II: Complex and Chronic Conditions in Pediatric Primary Care	4
<b>DNP Core</b>		
DNPC 610	Philosophy of Reflective Practice	3

DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 622	Pathogenesis of Complex Disease	3
DNPC 625	Epidemiology: Foundations of Evidence-Based Practice	3
DNPC 626	Strategic Planning and Quality Initiatives	3
DNPC 648	Health Policy Analysis	3
DNPC 686	Perspectives in Program Planning and Evaluation	3
DNPC 653	Financial Decision Making for Health Care Settings	3
<b>Scholarly Practice</b>		
DNPC 630	DNP Scholarly Practice	8
Total Units		82

## BSN to DNP Dual Adult-Gerontology Nurse Practitioner/Family Nurse Practitioner Track

Code	Title	Units
<b>NP Core</b>		
APNC 520	Advanced Pathophysiology	3
APNC 521	APRN Physical Assessment and Diagnosis	4
APNC 523	Pharmacology in Health Management	3
APNC 524	Advanced Pharmacology	3
<b>FNP/AGNP Track</b>		
NPTC 602	Primary Care I	6
NPTC 604	Primary Care IIA	6
NPTC 605	Primary Care IIB	6
NPTC 608	Primary Care IIIA	6
NPTC 609	Primary Care IIIB	6
NPTC 535	Primary Adult-Gerontology Health Care: Management of Older Adults with Long-Term Health Problems	6
<b>DNP Core</b>		
DNPC 610	Philosophy of Reflective Practice	3
DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 622	Pathogenesis of Complex Disease	3
DNPC 625	Epidemiology: Foundations of Evidence-Based Practice	3
DNPC 626	Strategic Planning and Quality Initiatives	3
DNPC 648	Health Policy Analysis	3
DNPC 686	Perspectives in Program Planning and Evaluation	3
DNPC 653	Financial Decision Making for Health Care Settings	3
<b>Scholarly Practice</b>		
DNPC 630	DNP Scholarly Practice	8
Total Units		81

## BSN to DNP Family Nurse Practitioner in Emergency Care Emphasis

Code	Title	Units
<b>NP Core</b>		
APNC 520	Advanced Pathophysiology	3
APNC 521	APRN Physical Assessment and Diagnosis	4

APNC 523	Pharmacology in Health Management	3
APNC 524	Advanced Pharmacology	3
<b>FNP in ENP Emphasis</b>		
NPTC 602	Primary Care I	6
NPTC 604	Primary Care IIA	6
NPTC 605	Primary Care IIB	6
NPTC 608	Primary Care IIIA	6
NPTC 609	Primary Care IIIB	6
NPTC 610	FNP in Emergency Care	6
<b>DNP Core</b>		
DNPC 610	Philosophy of Reflective Practice	3
DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 622	Pathogenesis of Complex Disease	3
DNPC 625	Epidemiology: Foundations of Evidence-Based Practice	3
DNPC 626	Strategic Planning and Quality Initiatives	3
DNPC 648	Health Policy Analysis	3
DNPC 686	Perspectives in Program Planning and Evaluation	3
DNPC 653	Financial Decision Making for Health Care Settings	3
<b>Scholarly Practice</b>		
DNPC 630	DNP Scholarly Practice	8
Total Units		83

## BSN to DNP Psychiatric-Mental Health Nurse Practitioner Track

Code	Title	Units
<b>NP Core</b>		
APNC 520	Advanced Pathophysiology	3
APNC 521	APRN Physical Assessment and Diagnosis	4
APNC 523	Pharmacology in Health Management	3
HCIN 540	Introduction to Health Care Information Management	3
<b>PMHNP Track</b>		
NPTC 624	PMHC III: Psychopharmacology	5
NPTC 627	PMHC I: Biopsychosocial Foundations of Behavior & Psychopathology	4
NPTC 651	PMHC II: Psychiatric Assessment & Diagnoses	4
NPTC 653	PMHC IVA: Individual Psychotherapy I	7
NPTC 655	PMHC IVB: Individual Psychotherapy I	5
NPTC 657	PMHC V: Psychotherapy with Group and Family Systems	5
<b>DNP Core</b>		
DNPC 610	Philosophy of Reflective Practice	3
DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 622	Pathogenesis of Complex Disease	3
DNPC 625	Epidemiology: Foundations of Evidence-Based Practice	3
DNPC 626	Strategic Planning and Quality Initiatives	3
DNPC 648	Health Policy Analysis	3
DNPC 686	Perspectives in Program Planning and Evaluation	3
DNPC 653	Financial Decision Making for Health Care Settings	3
<b>Scholarly Practice</b>		

DNPC 630	DNP Scholarly Practice	11
Total Units		78

## BSN to DNP Nursing Informatics and Data Science Track

Code	Title	Units
<b>DNP Core</b>		
DNPC 610	Philosophy of Reflective Practice	3
DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 622	Pathogenesis of Complex Disease	3
DNPC 625	Epidemiology: Foundations of Evidence-Based Practice	3
DNPC 626	Strategic Planning and Quality Initiatives	3
DNPC 648	Health Policy Analysis	3
DNPC 653	Financial Decision Making for Health Care Settings	3
DNPC 686	Perspectives in Program Planning and Evaluation	3
DNPC 665	Consumer Health Informatics	3
DNPC 660	Advanced Leadership and Systems Management	3
<b>Nursing Informatics Core</b>		
HCIN 540	Introduction to Health Care Information Management	3
HCIN 552	Clinical Documentation: Electronic Medical Record Systems	3
HCIN 542	Systems Analysis and Design for Health Care Informatics	3
HCIN 543	Database Design and Knowledge Management	3
HCIN 544	Advanced Health Care Information Management	3
HCIN 547	Health Care Analytics	3
HCIN 554	Telehealth & Emerging Tech	3
HCIN 600	Population Health Analytics	3
HCIN 615	Advanced Health Care Analysis	3
<b>Scholarly Practice</b>		
DNPC 630	DNP Scholarly Practice	-
Total Units		73

## BSN to DNP Health Systems Leadership Track

Code	Title	Units
<b>DNP Core</b>		
DNPC 610	Philosophy of Reflective Practice	3
DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 625	Epidemiology: Foundations of Evidence-Based Practice	3
DNPC 626	Strategic Planning and Quality Initiatives	3
DNPC 648	Health Policy Analysis	3
DNPC 653	Financial Decision Making for Health Care Settings	3
DNPC 660	Advanced Leadership and Systems Management	3
DNPC 665	Consumer Health Informatics	3
DNPC 686	Perspectives in Program Planning and Evaluation	3
<b>Health Systems Leadership Core</b>		
HCIN 540	Introduction to Health Care Information Management	3

HCIN 552	Clinical Documentation: Electronic Medical Record Systems	3
HCIN 542	Systems Analysis and Design for Health Care Informatics	3
HCIN 543	Database Design and Knowledge Management	3
HCIN 610	Advanced Leadership and Health Systems Management	3
HCIN 611	Health Care Economics	3
HCIN 625	Digital Health Care Marketing	3
HCIN 630	Health Care Law and Risk Management	3
<b>Scholarly Practice</b>		
DNPC 630	DNP Scholarly Practice	-
<b>Total Units</b>		

## Master of Science in Nursing

The Master of Science in Nursing (MSN) program is built upon the baccalaureate degree with an upper-division focus in nursing and emphasizes research, theory, and practice. The graduate program in nursing offers three tracks:

- Adult-Gerontology Clinical Nurse Specialist (<https://catalogs.sandiego.edu/graduate/colleges-schools/hahn-nursing-health-science/msn/gerontology/>)
- Dual Adult-Gerontology Clinical Nurse Specialist/Executive Nurse Leader
- Executive Nurse Leader (<https://catalogs.sandiego.edu/graduate/colleges-schools/hahn-nursing-health-science/msn/clinical-nurse/>)
- Nursing Informatics (<https://catalogs.sandiego.edu/graduate/colleges-schools/hahn-nursing-health-science/msn/informatics/>)

All specialties share a common core of knowledge and each is designed to prepare a graduate nurse in the respective area. The purpose of the program is to provide leadership preparation that will enable the graduate to assume a significant role in nursing and health care delivery.

There is also a Nursing Education Option available for all MSN tracks.

## Master of Science in Nursing, Adult-Gerontology Clinical Nurse Specialist

The Adult-Gerontology Health Clinical Nurse Specialist (CNS) program at the University of San Diego prepares nurses for an advanced practice registered nurse (APRN) role as an expert in the care of adults. Clinical nurse specialists are one of the four types of advanced practice registered nurses. They have either a master's or doctorate in nursing and are trained in physiology, pharmacology, and physical assessment, in addition to their area of specialty. Adult – Gerontology Clinical Nurse Specialists are expert clinicians with advanced education in a specialized area of nursing practice who work in a wide variety of health care settings, such as a hospital, private practice, or a clinic. Clinical nurse specialists provide diagnosis, treatment, and ongoing management of patients who are acutely or chronically ill. They also provide expertise and support to nurses caring for patients at the bedside, help drive practice changes throughout the organization, and ensure the use of best practices and evidence-based care to achieve the best possible patient outcomes. CNSs have the skills and expertise to identify gaps in health care delivery and to help design, implement, assess and evaluate health care interventions to improve health care delivery and outcomes.

Graduates are eligible for certification as Clinical Nurse Specialists in the State of California and for national certification as Adult Health/ Adult-Gerontology Clinical Nurse Specialists by the American Nurses Credentialing Center (<https://www.nursingworld.org/certification/>) and the American Association of Critical

Care Nurses (AACN) (<http://www.aacn.org/wd/certifications/content/acns-ag-landing.pcms?menu=certification>).

### Degree Requirements

#### First Year

Semester I		Units
APNC 520	Advanced Pathophysiology	3
ACNS 619	CNS Specialty Role and Practice Foundations	3
MSNC 511	Evidence Based Practice: Role of Theory and Research	3

#### Semester II

ACNS 632	Adult-Gerontology I: CNS Practice in Individual Patient Sphere	3
ACNS 632P	Adult-Gerontology I: CNS Practice in Individual Patient Sphere Practicum	3
ACNS 521	Advanced Physical Assessment	4

#### Semester III (Summer)

ACNS 634	Adult-Gerontology II: CNS Practice in the Nurse Sphere	3
ACNS 634P	Adult-Gerontology II: CNS Practice in the Nurse Sphere Practicum	2
HCIN 540	Introduction to Health Care Information Management	3

#### Second Year

##### Semester I

ACNS 636	Adult Gerontology III: CNS Practice in the Organizational/Systems Sphere	3
ACNS 636P	Adult Gerontology III: CNS Practice in the Organizational/Systems Sphere Practicum	2
ACNS 524	Advanced Pharmacology	3
ACNS 600	Transition to CNS Practice	1

##### Semester II

ACNS 638	Adult Gerontology IV: Advanced CNS Practice	3
ACNS 638P	Adult Gerontology IV: Advanced CNS Practicum	3
MSNC 512	Influencing the Health Care Environment: Policy and Systems	3

Electives: Optional Sub-specialty in teaching requires an additional three courses (9 units) MSNE 532 Theory of Nursing Education, MSNE 592 Education Practicum and MSNC 599 Independent Study.

### Courses

#### ACNS 521 | ADVANCED PHYSICAL ASSESSMENT

##### Units: 4 Repeatability: No

Prerequisites: APNC 520 with a minimum grade of C-  
Explores theoretical and clinical practice principles of advanced physical assessment of all human systems. Uses advanced assessment techniques, concepts, and approaches for comprehensive data gathering, analysis, and documentation including history taking and physical examination. Differentiates abnormalities from common normal variations characteristic of various developmental, cultural, and ethnic groups. Laboratory-based practicum experiences provide the opportunity for the integration of theory with role responsibilities specific to physical assessment.



**ACNS 524 | ADVANCED PHARMACOLOGY****Units: 3 Repeatability: No**

Prerequisites: APNC 520 with a minimum grade of C-

Explores the theoretical and clinical practice principles needed to assess, manage, and recommend treatment plans, utilizing broad categories of pharmacologic agents, for common and complex health problems in a safe, high quality, and cost-effective manner. Emphasizes the application of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and pharmacogenomics skills into clinical practice.

**ACNS 600 | TRANSITION TO CNS PRACTICE****Units: 1 Repeatability: No**

Focuses on the transition of the Adult-Gerontology Clinical Nurse Specialist (AG-CNS) into clinical practice. Explores the pathway to CNS certification/licensure, job preparation, and succeeding in practice settings. Examines the concept of imposter syndrome and methods for overcoming it.

**ACNS 619 | CNS SPECIALTY ROLE AND PRACTICE FOUNDATIONS****Units: 3**

Provides an overview of the role of the Clinical Nurse Specialist (CNS) with a practice focus on adults and gerontology (wellness to acute care). Explores the spheres of influence and core competencies for CNS practice. Examines theoretical foundations of reflective, evidence-based advanced nursing practice for individuals 20 years of age and older.

**ACNS 632 | ADULT-GERONTOLOGY I: CNS PRACTICE IN INDIVIDUAL PATIENT SPHERE****Units: 3 Repeatability: No**

Corequisites: ACNS 632P

Provides an in depth inquiry into the role of the clinical nurse specialist (CNS) within the patient sphere with a practice focus on adults 20 years of age and older. Explores the theoretical concepts utilized in advanced nursing practice in the management of patients along the continuum of care from wellness to illness, experiencing acute, chronic, or terminal illnesses.

**ACNS 632P | ADULT-GERONTOLOGY I: CNS PRACTICE IN INDIVIDUAL PATIENT SPHERE PRACTICUM****Units: 3 Repeatability: No**

Corequisites: ACNS 632

Provides an opportunity to carry out the clinical nurse specialist (CNS) role within the patient sphere with adults 20 years and older. Emphasizes the application of the theoretical concepts utilized in advanced nursing practice in the management of patients along the continuum of care from wellness to illness, experiencing acute, chronic, or terminal illnesses.

**ACNS 634 | ADULT-GERONTOLOGY II: CNS PRACTICE IN THE NURSE SPHERE****Units: 3 Repeatability: No**

Prerequisites: ACNS 632 with a minimum grade of B-

Corequisites: ACNS 634P

This course provides an in-depth inquiry into the role of clinical nurse specialist (CNS) within the patient sphere with a practice focus on adults 20 years and older. Emphasis is on the theoretical concepts utilized in advanced nursing practice in the management of patients along the continuum of care from wellness to illness. These patients may experience acute, chronic, or terminal illnesses.

**ACNS 634P | ADULT-GERONTOLOGY II: CNS PRACTICE IN THE NURSE SPHERE PRACTICUM****Units: 2 Repeatability: No**

Prerequisites: ACNS 619 with a minimum grade of B- and ACNS 632 with a minimum grade of B- and ACNS 632P with a minimum grade of B-

Corequisites: ACNS 634

This course provides an in-depth inquiry into the role of clinical nurse specialist (CNS) within the patient sphere with a practice focus on adults 20 years and older. Emphasis is on the theoretical concepts utilized in advanced nursing practice in the management of patients along the continuum of care from wellness to illness. These patients may experience acute, chronic, or terminal illnesses. This is the practicum portion of the course.

**ACNS 636 | ADULT GERONTOLOGY III: CNS PRACTICE IN THE ORGANIZATIONAL/SYSTEMS SPHERE****Units: 3**

Prerequisites: ACNS 619 with a minimum grade of B- and ACNS 632 with a minimum grade of B- and ACNS 632P with a minimum grade of B- and ACNS 634 with a minimum grade of B- and ACNS 634P with a minimum grade of B-

Corequisites: ACNS 636P

Emphasizes theories and principles of change management at the systems level. Analyzes CNS leadership principles in organizations/systems in which nursing care is provided for individuals 20 years of age and older.

**ACNS 636P | ADULT GERONTOLOGY III: CNS PRACTICE IN THE ORGANIZATIONAL/SYSTEMS SPHERE PRACTICUM****Units: 2**

Prerequisites: ACNS 619 with a minimum grade of B- and ACNS 632 with a minimum grade of B- and ACNS 632P with a minimum grade of B- and ACNS 634 with a minimum grade of B- and ACNS 634P with a minimum grade of B-

Corequisites: ACNS 636

In the clinical setting emphasizes applying theories and principles of change management at the systems level. Operationalizes CNS leadership principles in organizations/systems in which nursing care is provided for individuals 20 years of age and older.

**ACNS 638 | ADULT GERONTOLOGY IV: ADVANCED CNS PRACTICE****Units: 3**

Prerequisites: ACNS 619 with a minimum grade of B- and ACNS 632 with a minimum grade of B- and ACNS 632P with a minimum grade of B- and ACNS 634 with a minimum grade of B- and ACNS 634P with a minimum grade of B- and ACNS 636 with a minimum grade of B- and ACNS 636P with a minimum grade of B-

Corequisites: ACNS 638P

Focuses on further development of evidence-based clinical knowledge in a selected area of CNS practice. Provides opportunities to explore CNS role development issues. Based on a gap analysis, an evidence-based practice change is designed, evaluated, and presented relative to an apriori evidence-based benchmark. A letter grade of B- or higher is necessary to pass this course.

**ACNS 638P | ADULT GERONTOLOGY IV: ADVANCED CNS PRACTICUM****Units: 3**

Prerequisites: ACNS 619 with a minimum grade of B- and ACNS 632 with a minimum grade of B- and ACNS 632P with a minimum grade of B- and ACNS 634 with a minimum grade of B- and ACNS 634P with a minimum grade of B- and ACNS 636 with a minimum grade of B- and ACNS 636P with a minimum grade of B-

Corequisites: ACNS 638

Focuses on further development of evidence-based clinical knowledge and expertise in a selected area of CNS practice. Students design an evidence-based clinical project to improve the care for individuals 20 years of age and older. The project is implemented using an evidence-based approach to a clinical problem or professional issue.

**ACNS 639 | CNS PALLIATIVE CARE PRACTICUM****Units: 2 Repeatability: No**

Prerequisites: PHDN 688 with a minimum grade of B-

Provides an in-depth experience into the role of the Palliative Care CNS with the practice focus on adults 20 years and older. Emphasizes advanced nursing skills in assessment, symptom management, and psychosocial care to patients and family with serious health conditions. Stresses advocacy for those patients at the end of life requiring palliative care and hospice. Focuses on the interdisciplinary health care team in providing a collaborative plan of care.

**APNC 520 | ADVANCED PATHOPHYSIOLOGY****Units: 3 Repeatability: No**

Focuses on pathophysiological processes across the lifespan and the development of clinical reasoning skills required in advanced practice nursing. Distinguishes between normal physiology and specific system alterations produced by injury and disease. Explores etiology, pathogenesis, developmental and environmental influences, and clinical manifestations of major health problems. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. A minimum 80% examination average must be achieved in order to successfully complete the course.

**APNC 521 | APRN PHYSICAL ASSESSMENT AND DIAGNOSIS****Units: 3-4 Repeatability: No**

Prerequisites: APNC 520 with a minimum grade of C- (Can be taken Concurrently)

Explores theoretical and clinical practice principles of advanced physical assessment and diagnosis across the lifespan. Utilizes various methods of comprehensive evidence-based data gathering, analysis, and documentation including history taking, physical examination, screening for common diseases, diagnostic procedures, and differential diagnoses. Differentiates abnormalities from common normal variations characteristic of various developmental, cultural, and ethnic groups. Laboratory-based practicum experiences provide the opportunity for the integration of theory with APRN role responsibilities specific to physical assessment and diagnosis. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. A minimum 80% examination average must be achieved in order to successfully complete the course.

**APNC 521L | HEALTH ASSESSMENT AND DIAGNOSIS LAB****Units: 1 Repeatability: No****Non-Core Attributes: Lab**

Explores theoretical and clinical practice principles of advanced physical assessment and diagnosis across the lifespan. Utilizes various methods of comprehensive evidence-based data gathering, analysis, and documentation including history taking, physical examination, screening for common diseases, diagnostic procedures, and differential diagnoses. Differentiates abnormalities from common normal variations characteristic of various developmental, cultural, and ethnic groups. Laboratory-based practicum experiences provide the opportunity for the integration of theory with APRN role responsibilities specific to physical assessment and diagnosis. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**APNC 523 | PHARMACOLOGY IN HEALTH MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: APNC 520 with a minimum grade of C-

Provides an evidence-based knowledge of pharmacotherapeutics for patients across the lifespan including special populations. Develops a foundation for decision-making necessary for initiating, monitoring, and modifying pharmacological treatment plans. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. A minimum 80% examination average must be achieved in order to successfully complete the course.

**APNC 524 | ADVANCED PHARMACOLOGY****Units: 3 Repeatability: No**

Prerequisites: MEPN 535 with a minimum grade of C-

Provides the knowledge and skills needed to assess, manage, and recommend treatment plans, utilizing broad categories of pharmacologic agents, for common and complex health problems in a safe, high quality and cost effective manner. Pharmacotherapeutics, pharmacodynamics, pharmacokinetics and pharmacogenomic skills will be developed utilizing case scenarios with an emphasis on direct application to clinical nursing practice.

**MSNC 503 | NURSING PRACTICE WITH DIVERSE FAMILIES IN COMMUNITIES****Units: 2 Repeatability: No**

Corequisites: MSNE 546

Examines philosophical, theoretical, and conceptual bases for care of diverse families and groups in community settings. Analysis of community perspectives provides a foundation for general and advanced practice and research with families across the lifespan. The national health objectives provide a framework for family and community health promotion and risk reduction. Issues that affect family, aggregate, and community health and wellness are examined using an ecological perspective that includes social, political, cultural, and economic aspects of the environment. Addresses intervention strategies with families to achieve desired health outcomes in their community.

**MSNC 507 | STATISTICS****Units: 3 Repeatability: No**

Provides students with necessary skills to perform statistical analysis of data in order to present information in a meaningful way. Emphasizes basic understanding of probability concepts, common probability distributions, and inferential statistical methods. Includes identification of data requirements and statistical method to answer specific research questions. Incorporates SPSS statistical software as well as statistical calculations. Explores methods to display data and findings. Assists students to interpret SPSS output, and effectively present findings. Also focuses on critical review of scientific manuscripts and interpretation of findings.

**MSNC 510 | CLINICAL NURSE LEADERSHIP: THEORY AND PRACTICE****Units: 6 Repeatability: No**

Corequisites: MSNC 534P

Explores and integrates concepts of leadership that are central to the practice of the clinical nurse leader (CNL) including: horizontal leadership, effective use of self, reflective practice, advocacy, lateral integration of care, change theory, and role analysis and implementation. Oversees patient care provided by staff, in collaboration with RN preceptor or mentor, to improve patient outcomes. Serves as a role model for staff in anticipating risks and providing comprehensive care to individuals and clinical cohorts. Reviews and modifies, if necessary, standards of care for specific patient populations. Designs and proposes an implementation and evaluation plan for an evidence-based project designed to effect change in patient/staff outcomes.

**MSNC 510P | CLINICAL NURSE LEADER PRACTICUM II****Units: 0 Repeatability: No**

This is the practicum section of course MSNC 534.

**MSNC 511 | EVIDENCE BASED PRACTICE: ROLE OF THEORY AND RESEARCH****Units: 3 Repeatability: No**

Focuses on the critical links between nursing theory, research and evidence based practice. Examines the theoretical foundations of nursing science including how theory has influenced the history and current practice of nursing. Emphasizes the importance of research for building an evidence base for nursing practice. Reviews the components of evidence-based practice, with emphasis placed on knowledgeable appraisal of theory and research to evaluate the evidence base for clinical practice.

**MSNC 512 | INFLUENCING THE HEALTH CARE ENVIRONMENT: POLICY AND SYSTEMS****Units: 3 Repeatability: No**

Provides an understanding of nursing's leadership role in the analysis and evaluation of policy, organization, and financing of health care. Focuses on the organization of health care systems, the political and economic forces that influence health care delivery, and the formulation of policies affecting health care.

**MSNC 518 | PHYSICAL ASSESSMENT AND DIAGNOSIS FOR RNS****Units: 4 Repeatability: No**

Prerequisites: APNC 520 with a minimum grade of B-

Corequisites: MSNC 518L

Focuses on theoretical and clinical skill development in physical assessment and diagnosis, across the life span. Designed to prepare the advanced generalist registered nurses with the knowledge and skills to make appropriate focused assessments and draw accurate conclusions about physiological/psychosocial instability/complications/sequelae of disease processes and/or therapeutic interventions.

**MSNC 518L | PHYSICAL ASSESSMENT AND DIAGNOSIS FOR RNS LAB****Units: 0 Repeatability: No**

Corequisites: MSNC 518

This is the lab section for MSNC 518.

**MSNC 534 | CLINICAL NURSE LEADERSHIP: THEORY AND PRACTICE****Units: 6 Repeatability: No**

Corequisites: MSNC 534P

Explores and integrates concepts of leadership that are central to the practice of the clinical nurse leader (CNL) including: horizontal leadership, effective use of self, reflective practice, advocacy, lateral integration of care, change theory, and role analysis and implementation. Oversees patient care provided by staff, in collaboration with RN preceptor or mentor, to improve patient outcomes. Serves as a role model for staff in anticipating risks and providing comprehensive care to individuals and clinical cohorts. Reviews and modifies, if necessary, standards of care for specific patient populations. Designs and proposes an implementation and evaluation plan for an evidence-based project designed to effect change in patient/staff outcomes.

**MSNC 534P | CLINICAL NURSE LEADER PRACTICUM II****Units: 0 Repeatability: No**

This is the practicum section of course MSNC 534.

**MSNC 590 | ESSENTIALS OF CRITICAL CARE NURSING****Units: 3 Repeatability: No**

Focuses on the concepts and frameworks that impact and support critical care nursing of the adult patient. Explores the pathophysiology, clinical manifestations, and collaborative management of disorders commonly seen in critically ill patients. Emphasizes evidence-based therapeutic interventions to manage complex patient problems and prevent complications.

**MSNC 599 | INDEPENDENT STUDY****Units: 6**

## Master of Science in Nursing, Executive Nurse Leader

The curriculum for the ENL Program is based on the American Organization of Nurse Executives (AONE) Nurse Executive Competencies with the intent of providing innovative and visionary nurse leaders to shape the future of health care delivery and services. The courses address the following competencies: professionalism, communication and relationship management, business skills and principles, and knowledge of the health care environment. Leadership is a thread throughout all courses in the program. Upon completion of the program and based on previous work experience eligibility criteria, graduates are able to seek certification from the American Nurses Credentialing Center (ANCC) in Nursing Executive practice, Advanced Nursing Executive practice; and from the American Organization of Nurse Executives (AONE) in Executive Nursing Practice, or Nurse Manager and Leader.

**First Year**

<b>Semester I</b>		<b>Units</b>
MSNC 511	Evidence Based Practice: Role of Theory and Research	3
ENLC 556	Management of Health Care System Quality Outcomes and Patient Safety	3

**Semester II**

ENLC 555	Resource Management in Health Systems	3
MSNC 512	Influencing the Health Care Environment: Policy and Systems	3

**Semester III (Summer)**

ENLC 500	Health Care Leadership, Values and Social Justice	3
HCIN 540	Introduction to Health Care Information Management	3

**Second Year****Semester I**

ENLC 553	Financial Management in Health Care Systems	3
MSNC 507	Statistics	3

**Semester II**

ENLC 557	Strategic Planning and Management of Health Systems	3
ENLC 591	Leadership Practicum in Health Care Systems	3

**Semester III (Summer)**

ENLC 598	Evidence-Based Practice Practicum	3
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Note regarding a full-time plan of study: If you are interested in a full-time program plan please contact the Associate Dean of MSN programs.

**Courses****ENLC 500 | HEALTH CARE LEADERSHIP, VALUES AND SOCIAL JUSTICE****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

Provides a forum for the exploration and evaluation of the financial environment of the health care industry. The course will emphasize the development of practical financial analysis skills that will provide students with a foundation for immediate application within the health care delivery system.

**ENLC 555 | RESOURCE MANAGEMENT IN HEALTH SYSTEMS****Units: 3 Repeatability: No**

Prerequisites: MSNC 512 with a minimum grade of C- and ENLC 500 with a minimum grade of C- and GSBA 502 with a minimum grade of C-  
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 CARE SYSTEM QUALITY OUTCOMES AND PATIENT SAFETY****Units: 3 Repeatability: No**

Focuses on the evaluation of patient safety and quality of care outcomes from a systems perspective. Explores theoretical and methodological foundations for understanding and applying patient safety and quality of care outcomes within the current health care environment. Reviews safety applications in other high-risk industries with application to nursing and the health care industry. Emphasizes identification, implementation, and evaluation of quality indicators for patient safety and other patient outcomes. Evaluates patient safety and quality indicators for their sensitivity and specificity to clinical care. Addresses the role of leadership in error prevention and maintenance of a culture of patient safety.

**ENLC 557 | STRATEGIC PLANNING AND MANAGEMENT OF HEALTH SYSTEMS****Units: 3 Repeatability: No**

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 | LEADERSHIP PRACTICUM IN HEALTH CARE SYSTEMS****Units: 3 Repeatability: No**

Under the guidance of a healthcare manager, administrator, or executive preceptor in health system the student will have an opportunity to observe and participate in various situations associated with the healthcare system administrative process (e.g. human resource management, fiscal management, strategic planning, marketing, information management, and/or political activity). Seminars will provide a forum for discussion of operational and clinical observations as they relate to empirical and evidence-based literature as well as issues and trends in healthcare system administration.

**ENLC 598 | EVIDENCE-BASED PRACTICE PRACTICUM****Units: 3 Repeatability: No**

Provides a self-directed and systematic opportunity to gain greater knowledge and expertise in an area of nursing practice. Involves development of direct or indirect nursing roles in a health care or community service agency. The practicum consists of completion of an evidence-based practice project to address a nursing practice problem; implementation of an innovative approach to the problem through integration of related theory and best evidence; evaluation of project outcomes; and dissemination of findings.

## Master of Science in Nursing, Nursing Informatics

The effective delivery of medical care increasingly requires information technology to harness and systemize this storehouse of knowledge. Through the emerging field of health care informatics, scattered parts of information are pulled together to expedite more comprehensive, accurate care.

As an informatics professional, you can become an architect of the very future of the industry. In simplified terms, health care informatics brings computer science and knowledge management into day-to-day patient care. Its sole purpose is to automate, organize and improve the transmission of information to support the delivery of health care. Informatics enables doctors and nurses to computerize and centralize their patient records, lab technicians to send electronic test results immediately, pharmacists to view a patient's entire prescription catalog, and much more. The end goal is to improve medical care by increasing speed and accuracy while reducing errors and costs.

Recent changes in the health care industry call for clinicians, administrators and executive leaders who can mobilize innovative technologies. However, there is a critical shortage of qualified professionals capable of applying these technologies and communicating effectively with both health care providers and IT professionals.

Registered Nurses who complete the master's program are eligible to seek certification as nursing informaticists through the American Nurses Credentialing Center (ANCC) and through the Healthcare Information and Management Systems Society (HIMSS).



## Master of Science in Nursing, Nursing Informatics

Upon successful completion of this program, the student will be eligible to sit for the nursing informatics board exams.

Code	Title	Units
HCIN 540	Introduction to Health Care Information Management	3
HCIN 542	Systems Analysis and Design for Health Care Informatics	3
HCIN 543	Database Design and Knowledge Management	3
HCIN 544	Advanced Health Care Information Management	3
HCIN 545	Practicum for Health Care and Nursing Informatics	4
HCIN 547	Health Care Analytics	3
HCIN 548	Health Care Informatics Seminar	2
HCIN 549	Biostatistics	3
HCIN 552	Clinical Documentation: Electronic Medical Record Systems	3
HCIN 556	Health Care Leadership, Values and Social Justice	3
HCIN 557	Financial Management in Health Care Systems	3
HCIN 558	Strategic Planning and Management of Health Systems	3
HCIN 559	Management of Health Care System Quality Outcomes and Patient Safety	3
MSNC 511	Evidence Based Practice: Role of Theory and Research	3
MSNC 512	Influencing the Health Care Environment: Policy and Systems	3
<b>Total Units</b>		<b>45</b>

### Courses

#### ENLC 500 | HEALTH CARE LEADERSHIP, VALUES AND SOCIAL JUSTICE

**Units: 3 Repeatability: No**

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

**Units: 3 Repeatability: No**

Provides a forum for the exploration and evaluation of the financial environment of the health care industry. The course will emphasize the development of practical financial analysis skills that will provide students with a foundation for immediate application within the health care delivery system.

#### ENLC 555 | RESOURCE MANAGEMENT IN HEALTH SYSTEMS

**Units: 3 Repeatability: No**

Prerequisites: MSNC 512 with a minimum grade of C- and ENLC 500 with a minimum grade of C- and GSBA 502 with a minimum grade of C-. 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 CARE SYSTEM QUALITY OUTCOMES AND PATIENT SAFETY

**Units: 3 Repeatability: No**

Focuses on the evaluation of patient safety and quality of care outcomes from a systems perspective. Explores theoretical and methodological foundations for understanding and applying patient safety and quality of care outcomes within the current health care environment. Reviews safety applications in other high-risk industries with application to nursing and the health care industry. Emphasizes identification, implementation, and evaluation of quality indicators for patient safety and other patient outcomes. Evaluates patient safety and quality indicators for their sensitivity and specificity to clinical care. Addresses the role of leadership in error prevention and maintenance of a culture of patient safety.

#### ENLC 557 | STRATEGIC PLANNING AND MANAGEMENT OF HEALTH SYSTEMS

**Units: 3 Repeatability: No**

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 | LEADERSHIP PRACTICUM IN HEALTH CARE SYSTEMS

**Units: 3 Repeatability: No**

Under the guidance of a healthcare manager, administrator, or executive preceptor in health system the student will have an opportunity to observe and participate in various situations associated with the healthcare system administrative process (e.g. human resource management, fiscal management, strategic planning, marketing, information management, and/or political activity). Seminars will provide a forum for discussion of operational and clinical observations as they relate to empirical and evidence-based literature as well as issues and trends in healthcare system administration.

#### ENLC 598 | EVIDENCE-BASED PRACTICE PRACTICUM

**Units: 3 Repeatability: No**

Provides a self-directed and systematic opportunity to gain greater knowledge and expertise in an area of nursing practice. Involves development of direct or indirect nursing roles in a health care or community service agency. The practicum consists of completion of an evidence-based practice project to address a nursing practice problem; implementation of an innovative approach to the problem through integration of related theory and best evidence; evaluation of project outcomes; and dissemination of findings.

#### HCIN 501 | HCI NEW STUDENT ORIENTATION

**Units: 0 Repeatability: Yes (Can be repeated for Credit)**

Master orientation course. Online HCI students only.

#### HCIN 540 | INTRODUCTION TO HEALTH CARE INFORMATION MANAGEMENT

**Units: 3 Repeatability: No**

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

**Units: 3 Repeatability: No**

Provides an overview of the health care delivery system, professional roles, care delivery models, and relevant regulatory environment in the United States. Overviews common chronic and acute disease states that drive the U.S. health care system to provide the student with context for care delivery models. Intended for non-clinician students or individuals who lack significant professional health. Course is NOT required for Nursing Informatics students.

**HCIN 542 | SYSTEMS ANALYSIS AND DESIGN FOR HEALTH CARE INFORMATICS****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- (Can be taken Concurrently) and HCIN 541 with a minimum grade of C- (Can be taken Concurrently)

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****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C-

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 Medical 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****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C- and HCIN 542 with a minimum grade of C- and HCIN 543 with a minimum grade of C- (Can be taken Concurrently) and HCIN 545 with a minimum grade of C- (Can be taken Concurrently)

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 | PRACTICUM FOR HEALTH CARE AND NURSING INFORMATICS****Units: 4 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of B- and HCIN 542 with a minimum grade of B- and HCIN 543 with a minimum grade of B- and HCIN 544 with a minimum grade of B-

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.

**HCIN 546 | CAPSTONE****Units: 1 Repeatability: No**

This is the final course in the online Health Care Informatics program sequence and is given during the final 14-week semester of the degree program. The purpose of this course is to thread program concepts, skills, and knowledge developed throughout the program into a culminating capstone experience.

**HCIN 547 | HEALTH CARE ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: HCIN 541 with a minimum grade of C- and HCIN 542 with a minimum grade of C- and HCIN 543 with a minimum grade of C- and HCIN 552 with a minimum grade of C-

Prepares students to apply various types of clinical data to solve complex clinical questions based on prior knowledge achieved in the Health Care Informatics program. Students apply an evidence-based practice approach to solve various clinical questions using a variety of clinical data sets including population level data. Course focus includes how data can be leveraged to solve specific clinical questions, the development of Clinical Decision support rules, and Precision Medicine applications. Students will develop data analytics skills by utilizing real-world use cases found in the clinical setting.

**HCIN 548 | HEALTH CARE INFORMATICS SEMINAR****Units: 2 Repeatability: Yes (Can be repeated for Credit)**

The HCI seminar course provides the student with the opportunity to work collaboratively with faculty and student colleagues to address concepts and ideas emerging in the field of Health Care Informatics. Each seminar focuses on various aspects of the Clinical Informaticist Health Care Data Analyst and Health Care Informatics Leader role. Throughout the seminar course, students will use various methods to analyze emerging trends in health care and informatics. Seminar students will generate self-reflective and field-relevant capstone projects. Students will fulfill program competencies through individual projects.

**HCIN 549 | BIOSTATISTICS****Units: 3 Repeatability: No**

The HCI seminar course provides the student with the opportunity to work collaboratively with faculty and student colleagues to address concepts and ideas emerging in the field of Health Care Informatics. Each seminar focuses on various aspects of the Clinical Informaticist Health Care Data Analyst and Health Care Informatics Leader role. Throughout the seminar course, students will use various methods to analyze emerging trends in health care and informatics. Seminar students will generate self-reflective and field-relevant capstone projects. Students will fulfill program competencies through individual projects.

**HCIN 550 | HEALTH CARE SIX SIGMA, GREEN BELT****Units: 3 Repeatability: No**

Employs the structured Six Sigma “DMAIC” methodology: Define, Measure, Analyze, Improve, and Control to introduce principles, tools, and techniques to improve processes within a health care organization. Enables students to apply the Six Sigma model to improve such systems as: patient throughput, clinical diagnostics reporting, and care delivery redesign. Defines tools and techniques of Six Sigma in order to successfully develop, launch, and transition a project through each phase terminating with an evaluation phase.

**HCIN 551 | INTRODUCTION TO GEOHEALTH****Units: 3 Repeatability: No**

Enhances the student’s familiarity and builds competence in using geographic information systems (GIS) applied to health surveillance and research. Provides the student interactive experiences to map clinic data and to conduct geographic modeling decisions. Incorporates an active learning environment to provide students an opportunity to develop a practical understanding of GIS software.

**HCIN 552 | CLINICAL DOCUMENTATION: ELECTRONIC MEDICAL RECORD SYSTEMS****Units: 3 Repeatability: No**

Clinical documentation: Electronic systems explore hardware/software development requirements for EMRs and application of EMR data for: quality, risk assessment, billing, and research applications. Includes overview of clinical devices that assist in medication administration such as BCMA (Bar Code Medication Administration). Applies problem-based learning to the development of clinical rules and alert systems for both Clinical Decision Support (CDS) and CPOE (computerized Physician Order entry) systems. Course emphasizes regulatory requirements for electronic medical records to include: HIPPA, Meaningful Use Requirements, security applications, and federal breach reporting.

**HCIN 553 | CLINICAL DOCUMENTATION SYSTEMS: SPECIALIST ROLE****Units: 3 Repeatability: No**

Provide a basic understanding of the electronic medical record and how digital billing systems are evolving to meet the clinical documentation needs of health care organizations. Fosters skills in applying diagnostic coding standards to meet quality, regulatory and billing requirements, including: code book formats; coding techniques; formats of the ICD, DRG, and CPT manuals; health insurance; billing, reimbursement, and collections. Course examines federal regulations covering billing and patient privacy (HIPPA).

**HCIN 554 | TELEHEALTH & EMERGING TECH****Units: 3 Repeatability: No**

Provides an introduction to the emerging discipline of telehealth. Provides a historical perspective of remote monitoring of patients using various types of telehealth, including video conferencing, telephonic, and home based sensors. Includes an overview of relevant hardware and software requirements for a telehealth program. Includes federal and state regulations covering telehealth practice and reimbursement models by Medicare, Medicaid and other insurers. Includes consumer grade health monitoring devices and emerging health care technology.

**HCIN 555 | HEALTH CARE SIX SIGMA, BLACK BELT****Units: 3 Repeatability: No**

Prerequisites: HCIN 550 with a minimum grade of C

This is the second course in the Health Care Six Sigma Course Series. Builds upon skills and knowledge acquired during the Six Sigma Green Belt course. Develops team leadership knowledge and applied skills using the quality and performance improvement methodology, “DMAIC” model (Define, Measure, Analyze, Improve, and Control) applied to an actual health care project.

**HCIN 556 | HEALTH CARE LEADERSHIP, VALUES AND SOCIAL JUSTICE****Units: 3 Repeatability: No**

This course develops knowledge and hones skills concerning the management of people in healthcare organizations. It examines issues critical to being an effective leader with an emphasis on practical application. These issues include: leadership, motivation, effective team functioning, power and influence, corporate ethics, principles of social and health care justice, building and enabling high quality relationships and organizational structure. Students will improve abilities to diagnose, analyze, and take effective action as leaders in the healthcare arena.

**HCIN 557 | FINANCIAL MANAGEMENT IN HEALTH CARE SYSTEMS****Units: 3 Repeatability: No**

Provides a forum for the exploration and evaluation of the financial environment of the health care industry and how it specifically affects the role of the health care leader. Emphasizes the development of financial analysis skills that provides a foundation for application within the health care delivery system.

**HCIN 558 | STRATEGIC PLANNING AND MANAGEMENT OF HEALTH SYSTEMS****Units: 3 Repeatability: No**

This course emphasizes strategic planning and management as requisite to growth and survival of health systems. It also acquaints students with the language, processes, tools and techniques of strategic planning and change management that will enable them to contribute effectively to strategic thinking and action in health systems.

**HCIN 559 | MANAGEMENT OF HEALTH CARE SYSTEM QUALITY OUTCOMES AND PATIENT SAFETY****Units: 3 Repeatability: No**

Focuses on the evaluation of patient safety and quality of care outcomes from a systems perspective. Explores theoretical and methodological foundations for understanding and applying patient safety and quality of care outcomes within the current health care environment. Reviews safety applications in other high-risk industries with application to nursing and the healthcare industry. Emphasizes identification, implementation, and evaluation of quality indicators for patient safety and other patient outcomes. Evaluates patient safety and quality indicators for their sensitivity and specificity to clinical care. Addresses the role of leadership in error prevention and maintenance of a culture of patient safety.

**HCIN 560 | INTRODUCTION TO HEALTHCARE SIMULATION****Units: 3 Repeatability: No**

Provides an overview of the fundamentals and exploration of health care simulation concepts. Innovative teaching strategies and technology are presented including opportunities to gain “hands-on” experience using multiple simulation methods such as task trainers, hi and lo-fidelity mannequins, and standardized patients within active learning scenarios. Emphasizes basic understanding of entire continuum of planning, executing, and debriefing a successful simulation incorporating creation of cases, resource planning, event management, development of competency checklists, and facilitation of reflective learning.

**HCIN 600 | POPULATION HEALTH ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 542 with a minimum grade of C- (Can be taken Concurrently) and HCIN 543 with a minimum grade of C- (Can be taken Concurrently) and HCIN 549 with a minimum grade of C- and HCIN 552 with a minimum grade of C-

This course explores methods for measuring and analyzing the burden of disease in populations. Students will apply various data sets including disease registries, electronic health records, claims data, and socio-economic data; to measure, trend, and analyze, the impact of disease on various populations.

**HCIN 605 | DATA STRUCTURES AND TERMINOLOGIES****Units: 2 Repeatability: No**

This course provides the Health Care Analytics, Data Science, Doctoral Nursing and Informatics student a review of health care standards, terminologies, and quality outcome measure data. Students will examine how these are applied to document, measure, evaluate, and reimburse health care in the United States. This includes standards and terminologies common to Electronic Health records to include the following: The International Classification of Diseases (ICD), Current Procedural Terminology (CPT) code sets, Health Level Seven (HL7) Reference Information Model, Systematized Nomenclature of Medicine (SNOMED), Logical Observation Identifiers, Names, and Codes (LOINC), and RadLex, Standards, terminologies, and outcome measures unique to medicine, Nursing, Allied Health Professionals and Health Care delivery organizations (such as hospitals, clinics, and medical provider practices) is included.

**HCIN 610 | ADVANCED LEADERSHIP AND HEALTH SYSTEMS MANAGEMENT****Units: 3 Repeatability: No**

This course explores theoretical and applied principles of leadership in complex health care delivery systems. Students will explore health care organizations to determine how leadership, technology, and system complexity affects care delivery. Students will examine how learning health care systems management differs from traditional systems management and the benefits they offer to complex delivery systems.

**HCIN 611 | HEALTH CARE ECONOMICS****Units: 3 Repeatability: No**

This course analyzes the Health Care industry and public health systems in the United States. Students will evaluate the impact of both private and public sectors of the health care industry and the impact of competing goals of: broad access, high quality, and affordability. This course will also examine the way consumers and providers affect the availability and quality of health care. Additional course topics include: supply and demand modeling; cost-benefit analysis; reimbursement models including pay for performance; global drivers on the US healthcare industry and implications of policy, regulatory and political philosophy regarding care.

**HCIN 615 | ADVANCED HEALTH CARE ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 542 with a minimum grade of C- (Can be taken Concurrently) and HCIN 543 with a minimum grade of C- (Can be taken Concurrently) and HCIN 547 with a minimum grade of C- and HCIN 549 with a minimum grade of C- and HCIN 552 with a minimum grade of C- and HCIN 600 with a minimum grade of C- This course will explore methods and tools to address a variety of health care issues by leveraging data to design, solve, and test a data-driven hypothesis. This course will explore the application of quantitative and qualitative data to evaluate programs and research studies. Students will also examine data stewardship and data governance roles in organizations that employ enterprise data warehouses (EDW). Data security and privacy are examined from the health care data analyst role. Additional course topics include emerging trends in health care, data science, and bioinformatics.

**HCIN 620 | MACHINE LEARNING APPLICATIONS FOR HEALTH CARE****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C- and HCIN 542 with a minimum grade of C- (Can be taken Concurrently) and HCIN 543 with a minimum grade of C- (Can be taken Concurrently) and HCIN 547 with a minimum grade of C- and HCIN 549 with a minimum grade of C- and HCIN 615 with a minimum grade of C- This course will explore the application of machine learning (ML) to the health care setting. ML is a field of computer science that trains computers to recognize patterns in complex data sets and formulate predictions based upon designed algorithms. ML can be used to predict hospital readmission, identify patients who may develop hospital acquired infections, and support diagnostic reasoning for clinicians. The course will explore various ML methods to design algorithms for solving common clinical problems. In addition, students will gain a basic understanding of how ML methods can learn from data to find underlying patterns useful for prediction, classification, clustering, and exploratory data analysis.

**HCIN 625 | DIGITAL HEALTH CARE MARKETING****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C-

This course will explore marketing principles and methods utilized in the health care industry from the perspective of a health care leader. Students will learn how to assess market needs for health care organizations and service lines. Course will include case studies to understand ethical, regulatory, and liability issues in health care marketing. Additional course topics include web-based advertising, management of marketing staff, and website design.

**HCIN 630 | HEALTH CARE LAW AND RISK MANAGEMENT****Units: 3 Repeatability: No**

This course explores laws encountered by health care managers and strategies to reduce liability to health care organizations. Case studies will assist the Student to examine legal and ethical issues encountered when managing health care delivery systems. This course will examine laws and regulations that govern the relationships between health care providers and entities, the management of employees and medical staff who deliver patient care, labor relations, the management of information, patient rights and responsibilities, and tort law. Students will research an area of health care liability and develop a plan to mitigate risk in the health care setting.

**HCIN U540 | INTRODUCTION TO HEALTH CARE INFORMATION MANAGEMENT****Units: 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.

**MSNC 503 | NURSING PRACTICE WITH DIVERSE FAMILIES IN COMMUNITIES****Units: 2 Repeatability: No**

Corequisites: MSNE 546

Examines philosophical, theoretical, and conceptual bases for care of diverse families and groups in community settings. Analysis of community perspectives provides a foundation for general and advanced practice and research with families across the lifespan. The national health objectives provide a framework for family and community health promotion and risk reduction. Issues that affect family, aggregate, and community health and wellness are examined using an ecological perspective that includes social, political, cultural, and economic aspects of the environment. Addresses intervention strategies with families to achieve desired health outcomes in their community.

**MSNC 507 | STATISTICS****Units: 3 Repeatability: No**

Provides students with necessary skills to perform statistical analysis of data in order to present information in a meaningful way. Emphasizes basic understanding of probability concepts, common probability distributions, and inferential statistical methods. Includes identification of data requirements and statistical method to answer specific research questions. Incorporates SPSS statistical software as well as statistical calculations. Explores methods to display data and findings. Assists students to interpret SPSS output, and effectively present findings. Also focuses on critical review of scientific manuscripts and interpretation of findings.



**MSNC 510 | CLINICAL NURSE LEADERSHIP: THEORY AND PRACTICE****Units: 6 Repeatability: No**

Corequisites: MSNC 534P

Explores and integrates concepts of leadership that are central to the practice of the clinical nurse leader (CNL) including: horizontal leadership, effective use of self, reflective practice, advocacy, lateral integration of care, change theory, and role analysis and implementation. Oversees patient care provided by staff, in collaboration with RN preceptor or mentor, to improve patient outcomes. Serves as a role model for staff in anticipating risks and providing comprehensive care to individuals and clinical cohorts. Reviews and modifies, if necessary, standards of care for specific patient populations. Designs and proposes an implementation and evaluation plan for an evidence-based project designed to effect change in patient/staff outcomes.

**MSNC 510P | CLINICAL NURSE LEADER PRACTICUM II****Units: 0 Repeatability: No**

This is the practicum section of course MSNC 534.

**MSNC 511 | EVIDENCE BASED PRACTICE: ROLE OF THEORY AND RESEARCH****Units: 3 Repeatability: No**

Focuses on the critical links between nursing theory, research and evidence based practice. Examines the theoretical foundations of nursing science including how theory has influenced the history and current practice of nursing. Emphasizes the importance of research for building an evidence base for nursing practice. Reviews the components of evidence-based practice, with emphasis placed on knowledgeable appraisal of theory and research to evaluate the evidence base for clinical practice.

**MSNC 512 | INFLUENCING THE HEALTH CARE ENVIRONMENT: POLICY AND SYSTEMS****Units: 3 Repeatability: No**

Provides an understanding of nursing's leadership role in the analysis and evaluation of policy, organization, and financing of health care. Focuses on the organization of health care systems, the political and economic forces that influence health care delivery, and the formulation of policies affecting health care.

**MSNC 518 | PHYSICAL ASSESSMENT AND DIAGNOSIS FOR RNS****Units: 4 Repeatability: No**

Prerequisites: APNC 520 with a minimum grade of B-

Corequisites: MSNC 518L

Focuses on theoretical and clinical skill development in physical assessment and diagnosis, across the life span. Designed to prepare the advanced generalist registered nurses with the knowledge and skills to make appropriate focused assessments and draw accurate conclusions about physiological/psychosocial instability/complications/sequelae of disease processes and/or therapeutic interventions.

**MSNC 518L | PHYSICAL ASSESSMENT AND DIAGNOSIS FOR RNS LAB****Units: 0 Repeatability: No**

Corequisites: MSNC 518

This is the lab section for MSNC 518.

**MSNC 534 | CLINICAL NURSE LEADERSHIP: THEORY AND PRACTICE****Units: 6 Repeatability: No**

Corequisites: MSNC 534P

Explores and integrates concepts of leadership that are central to the practice of the clinical nurse leader (CNL) including: horizontal leadership, effective use of self, reflective practice, advocacy, lateral integration of care, change theory, and role analysis and implementation. Oversees patient care provided by staff, in collaboration with RN preceptor or mentor, to improve patient outcomes. Serves as a role model for staff in anticipating risks and providing comprehensive care to individuals and clinical cohorts. Reviews and modifies, if necessary, standards of care for specific patient populations. Designs and proposes an implementation and evaluation plan for an evidence-based project designed to effect change in patient/staff outcomes.

**MSNC 534P | CLINICAL NURSE LEADER PRACTICUM II****Units: 0 Repeatability: No**

This is the practicum section of course MSNC 534.

**MSNC 590 | ESSENTIALS OF CRITICAL CARE NURSING****Units: 3 Repeatability: No**

Focuses on the concepts and frameworks that impact and support critical care nursing of the adult patient. Explores the pathophysiology, clinical manifestations, and collaborative management of disorders commonly seen in critically ill patients. Emphasizes evidence-based therapeutic interventions to manage complex patient problems and prevent complications.

**MSNC 599 | INDEPENDENT STUDY****Units: 6**

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

The Master's Entry Program in Nursing (MEPN) is intended for individuals with a baccalaureate degree or higher in another discipline. The program is designed for the person seeking a new career in nursing.

Students enroll annually in this 5 term (21 month) program. The MEPN program is demanding, as it provides students with a general foundation in nursing as well as master's level courses that provide the skills necessary to serve in leadership positions. Upon successful completion of the program, students receive a Master of Science in Nursing (MSN) as a Clinical Nurse Leader (CNL) and are prepared as Advanced Nurse Generalists.

Graduates are eligible to take the National Council Licensure Examination (NCLEX) for registered nursing (RN) licensure. Graduates are also eligible to take the American Association of Colleges of Nursing (AACN) Clinical Nurse Leader (CNL) certificate exam during the final semester of the MEPN program or upon receiving RN licensure. The Public Health Nurse Certificate (PHN) requirements are embedded in the MEPN program and thus graduates are able to apply for a PHN certificate upon receiving RN licensure.

Clinical teaching sites will be located at major medical centers throughout San Diego County, affording broad exposure to excellent centers of health care delivery.

## Degree Requirements

**First Year**

<b>Semester I</b>		<b>Units</b>
MEPN 521	Health Assessment	3
MEPN 521L	Health Assessment Lab	0

MEPN 533	Conceptual Basis of Professional Nursing Practice	2	MEPN 560P	Advanced Generalist Nursing Internship Practicum	0
MEPN 534	Fundamentals of Nursing	3	There are two elective courses. MEPN 598 Nursing Externship is a one-unit course offered in Fall and Spring of year two. This course requires an additional 120 practicum hours. MSNE 590 Essential of Critical Care Nursing is a three-unit course offered during intersession between fall and spring semester of year two.		
MEPN 534L	Fundamentals in Nursing Lab	0			
MEPN 534P	Fundamentals of Nursing Practicum	0			
MEPN 535	Introduction to Pharmacology in Nursing Practice	2			
MEPN 555	Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems I	5	<b>Courses</b>		
MEPN 555L	Nurse Prac w/Adult lab	0	<b>MEPN 521   HEALTH ASSESSMENT</b>		
MEPN 555P	Nursing Practice with Adults and Older Adult Patients with Acute and Chronic Health Prob I Practicum	0	<b>Units: 3 Repeatability: No</b>		
<b>Semester II</b>			Corequisites: MEPN 521L		
MSNC 511	Evidence Based Practice: Role of Theory and Research	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 556	Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems II	6	<b>MEPN 521L   HEALTH ASSESSMENT LAB</b>		
MEPN 556P	Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems II Pract	0	<b>Units: 0 Repeatability: No</b>		
MEPN 557	Nursing Practice with Psych-Mental Health Clients	4	<b>Non-Core Attributes: Lab</b>		
MEPN 557P	Nursing Practice with Psychiatric-Mental Health Clients Practicum	0	Corequisites: MEPN 521		
<b>Semester III (Summer)</b>			This is the lab component for Health Assessment MEPN 521 and must be taken concurrently.		
MSNC 503	Nursing Practice with Diverse Families in Communities	2	<b>MEPN 533   CONCEPTUAL BASIS OF PROFESSIONAL NURSING PRACTICE</b>		
MSNE 546	Care of the Family Field Experience	2	<b>Units: 2 Repeatability: No</b>		
MEPN 558	Nursing Practice of the Childbearing Family and Newborn	4	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 558P	Nursing Practice of the Childbearing Family and Newborn Practicum	0	<b>MEPN 534   FUNDAMENTALS OF NURSING</b>		
MEPN 559	Nursing Practice with Children with Acute and Chronic Health Problems	4	<b>Units: 3 Repeatability: No</b>		
MEPN 559P	Nursing Practice with Children with Acute and Chronic Health Problems Practicum	0	Corequisites: MEPN 534P		
<b>Second Year</b>			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.		
<b>Semester I</b>			<b>MEPN 534L   FUNDAMENTALS IN NURSING LAB</b>		
APNC 520	Advanced Pathophysiology	3	<b>Units: 0 Repeatability: No</b>		
HCIN 540	Introduction to Health Care Information Management	3	Corequisites: MEPN 534, MEPN 534P		
MEPN 547	Care of Populations	4	This is the lab portion of the Fundamentals course.		
MEPN 547P	Care of Populations Practicum	0	<b>MEPN 534P   FUNDAMENTALS OF NURSING PRACTICUM</b>		
MSNC 534	Clinical Nurse Leadership: Theory and Practice	6	<b>Units: 0 Repeatability: No</b>		
MSNC 534P	Clinical Nurse Leader Practicum II	0	Corequisites: MEPN 534, MEPN 534L		
<b>Semester II</b>			This is the practicum(hospital) portion of the Fundamentals course.		
APNC 524	Advanced Pharmacology	3			
MSNC 512	Influencing the Health Care Environment: Policy and Systems	3			
MSNC 518	Physical Assessment and Diagnosis for RNs	4			
MSNC 518L	Physical Assessment and Diagnosis for RNs lab	0			
MEPN 560	Advanced Generalist Nursing Internship	5			

**MEPN 535 | INTRODUCTION TO PHARMACOLOGY IN NURSING PRACTICE****Units: 2 Repeatability: No**

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****Units: 4 Repeatability: No**

Corequisites: MEPN 547P

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 547P | CARE OF POPULATIONS PRACTICUM****Units: 0 Repeatability: No**

Corequisites: MEPN 547

This is the practicum portion of this course.

**MEPN 555 | NURSING PRACTICE WITH ADULT AND OLDER ADULT PATIENTS WITH ACUTE AND CHRONIC HEALTH PROBLEMS I****Units: 5 Repeatability: No**

Prerequisites: MEPN 534 with a minimum grade of C- and MEPN 534L with a minimum grade of C- and MEPN 534P with a minimum grade of C-

Corequisites: MEPN 555P

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 555L | NURSE PRAC W/ADULT LAB****Units: 0 Repeatability: No**

Corequisites: MEPN 555, MEPN 555P

MEPN 555L is the lab component of MEPN 555.

**MEPN 555P | NURSING PRACTICE WITH ADULTS AND OLDER ADULT PATIENTS WITH ACUTE AND CHRONIC HEALTH PROBLEMS II PRACTICUM****Units: 0 Repeatability: No**

Corequisites: MEPN 555

This is the practicum portion of Medical/Surgical I.

**MEPN 556 | NURSING PRACTICE WITH ADULT AND OLDER ADULT PATIENTS WITH ACUTE AND CHRONIC HEALTH PROBLEMS II****Units: 6 Repeatability: No**

Corequisites: MEPN 556P

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 pathophysiologic 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 556P | NURSING PRACTICE WITH ADULT AND OLDER ADULT PATIENTS WITH ACUTE AND CHRONIC HEALTH PROBLEMS II PRACT****Units: 0 Repeatability: No**

Corequisites: MEPN 556

This course expects students to apply the nursing process for selected acute and chronic health conditions in adults and older clients. It further develops the generalist nurse's role in the care of adult and older adult patients with pathophysiologic disruptions across all systems. Emphasis is placed on new content such as pathophysiologic alterations in the gastro-intestinal, renal, neurological, dermatological, musculoskeletal, immune, and female and male reproductive systems; as well as evidence-based practice, ethics, critical thinking, and end of life care. The course expects students to refine their knowledge and skills to assess, diagnose, plan, implement, and evaluate patient needs, from the context of health restoration and prevention of complications and further exacerbations of the pathophysiologic disruptions. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

**MEPN 557 | NURSING PRACTICE WITH PSYCH-MENTAL HEALTH CLIENTS****Units: 4 Repeatability: No**

Corequisites: MEPN 557P

Provides a general overview of clients with mental health problems. Focuses on conceptual models of psychiatric nursing management and treatment modalities. Concepts related to neuropathology, polypharmacy and psychopharmacology and their effect on the mental health of patients are introduced. Specific contexts of psychiatric nursing care are addressed. The goals of the therapeutic nurse-client relationship are also explored. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

**MEPN 557P | NURSING PRACTICE WITH PSYCHIATRIC-MENTAL HEALTH CLIENTS PRACTICUM****Units: 0 Repeatability: No**

Corequisites: MEPN 557

This course provides a general overview of clients experiencing mental health problems in the acute care setting. This course focuses on conceptual models of psychiatric nursing management and treatment modalities. Concepts related to neuropathology, poly-pharmacy and psychopharmacology, and their effect on the mental health of patients are introduced. Specific contexts of psychiatric nursing care are addressed. The dimensions and 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 are necessary to pass the course.

**MEPN 558 | NURSING PRACTICE OF THE CHILDBEARING FAMILY AND NEWBORN****Units: 4 Repeatability: No**

Corequisites: MEPN 558P

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 558P | NURSING PRACTICE OF THE CHILDBEARING FAMILY AND NEWBORN PRACTICUM****Units: 0 Repeatability: No**

Corequisites: MEPN 558

This is the practicum (hospital) portion of Obstetrics course.

**MEPN 559 | NURSING PRACTICE WITH CHILDREN WITH ACUTE AND CHRONIC HEALTH PROBLEMS****Units: 4 Repeatability: No**

Corequisites: MEPN 559P

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 559P | NURSING PRACTICE WITH CHILDREN WITH ACUTE AND CHRONIC HEALTH PROBLEMS PRACTICUM****Units: 0 Repeatability: No**

Corequisites: MEPN 559

This is the practicum portion (hospital) of the Pediatrics course.

**MEPN 560 | ADVANCED GENERALIST NURSING INTERNSHIP****Units: 5 Repeatability: No**

Corequisites: MEPN 560P

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.

**MEPN 560P | ADVANCED GENERALIST NURSING INTERNSHIP PRACTICUM****Units: 0 Repeatability: No**

Corequisites: MEPN 560

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. Emphasizes care of complex patients, identifying rapid response clinical situations by differentiating emergent, urgent, and non-emergent clinical states; developing, implementing, and evaluating evidence-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.

**MEPN 590 | ESSENTIALS OF CRITICAL CARE NURSING****Units: 3 Repeatability: No**

Focuses on the concepts and frameworks that impact and support critical care nursing of the adult patient. Explores the pathophysiology, clinical manifestations, and collaborative management of disorders commonly seen in critically ill patients. Emphasizes evidence-based therapeutic interventions to manage complex patient problems and prevent complications.

**MEPN 598 | NURSING EXTERNSHIP****Units: 1 Repeatability: No**

Applies nursing theory, process and clinical skills in an RN-precepted position within a health care agency. The agency and USD have a clinical agreement allowing students to work with geriatric, adult and/or pediatric patients and families. The purpose of this experience is to enable students to become more proficient in patient care activities while at the same time providing a needed community service. Students apply previously acquired nursing theory and skills in assigned patient care; no new nursing skills will be taught in this externship experience. Seminars are held by the School of Nursing Faculty to assess clinical progress of students and discuss clinical experiences, issues, and application of theory.

## Master of Science in Health Care Informatics Onground

The effective delivery of medical care increasingly requires information technology to harness and systemize this storehouse of knowledge. Through the emerging field of health care informatics, scattered ports of information are pulled together to expedite more comprehensive, accurate care.

As an informatics professional, you can become an architect of the very future of the industry. In simplified terms, health care informatics brings computer science and knowledge management into day-to-day patient care. Its sole purpose is to automate, organize and improve the transmission of information to support the delivery of health care. Informatics enables doctors and nurses to computerize and centralize their patient records, lab technicians to send electronic test results immediately, pharmacists to view a patient's entire prescription catalog, and much more. The end goal is to improve medical care by increasing speed and accuracy while reducing errors and costs.

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# Master of Science in Health Care Informatics

## Requirements

### A. Health Care Informatics Track

Code	Title	Units
HCIN 540	Introduction to Health Care Information Management	3
HCIN 541	Introduction to Health Care Delivery Systems	3
HCIN 542	Systems Analysis and Design for Health Care Informatics	3
HCIN 543	Database Design and Knowledge Management	3
HCIN 544	Advanced Health Care Information Management	3
HCIN 545	Practicum for Health Care and Nursing Informatics	4
HCIN 547	Health Care Analytics	3
HCIN 549	Biostatistics	3
HCIN 552	Clinical Documentation: Electronic Medical Record Systems	3
HCIN 556	Health Care Leadership, Values and Social Justice	3
HCIN 557	Financial Management in Health Care Systems	3
HCIN 558	Strategic Planning and Management of Health Systems	3
HCIN 559	Management of Health Care System Quality Outcomes and Patient Safety	3
<b>Seminar</b>		<b>2</b>
HCIN 548	Health Care Informatics Seminar	
<b>Total Units</b>		<b>42</b>

### B. Health Care Analytics Track

Code	Title	Units
HCIN 540	Introduction to Health Care Information Management	3
HCIN 541	Introduction to Health Care Delivery Systems	3
HCIN 552	Clinical Documentation: Electronic Medical Record Systems	3
HCIN 542	Systems Analysis and Design for Health Care Informatics	3
HCIN 543	Database Design and Knowledge Management	3
HCIN 549	Biostatistics	3
HCIN 556	Health Care Leadership, Values and Social Justice	3
HCIN 547	Health Care Analytics	3
HCIN 605	Data Structures and Terminologies	2
HCIN 600	Population Health Analytics	3
HCIN 559	Management of Health Care System Quality Outcomes and Patient Safety	3
HCIN 615	Advanced Health Care Analysis	3
HCIN 620	Machine Learning Applications for Health Care	3
<b>Seminar</b>		<b>4</b>
HCIN 548	Health Care Informatics Seminar	
<b>Total Units</b>		<b>42</b>

### C. Health Care Leadership Track

Code	Title	Units
HCIN 540	Introduction to Health Care Information Management	3
HCIN 541	Introduction to Health Care Delivery Systems	3

HCIN 542	Systems Analysis and Design for Health Care Informatics	3
HCIN 543	Database Design and Knowledge Management	3
HCIN 549	Biostatistics	3
HCIN 552	Clinical Documentation: Electronic Medical Record Systems	3
HCIN 556	Health Care Leadership, Values and Social Justice	3
HCIN 557	Financial Management in Health Care Systems	3
HCIN 558	Strategic Planning and Management of Health Systems	3
HCIN 559	Management of Health Care System Quality Outcomes and Patient Safety	3
HCIN 610	Advanced Leadership and Health Systems Management	3
HCIN 625	Digital Health Care Marketing	3
HCIN 630	Health Care Law and Risk Management	3
<b>Seminar</b>		<b>3</b>
HCIN 548	Health Care Informatics Seminar	
<b>Total Units</b>		<b>42</b>

## Courses

### HCIN 501 | HCI NEW STUDENT ORIENTATION

**Units: 0 Repeatability: Yes (Can be repeated for Credit)**

Master orientation course. Online HCI students only.

### HCIN 540 | INTRODUCTION TO HEALTH CARE INFORMATION MANAGEMENT

**Units: 3 Repeatability: No**

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

**Units: 3 Repeatability: No**

Provides an overview of the health care delivery system, professional roles, care delivery models, and relevant regulatory environment in the United States. Overviews common chronic and acute disease states that drive the U.S. health care system to provide the student with context for care delivery models. Intended for non-clinician students or individuals who lack significant professional health. Course is NOT required for Nursing Informatics students.

### HCIN 542 | SYSTEMS ANALYSIS AND DESIGN FOR HEALTH CARE INFORMATICS

**Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- (Can be taken Concurrently) and HCIN 541 with a minimum grade of C- (Can be taken Concurrently)

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****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C-

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****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C- and HCIN 542 with a minimum grade of C- and HCIN 543 with a minimum grade of C- (Can be taken Concurrently) and HCIN 545 with a minimum grade of C- (Can be taken Concurrently)

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 | PRACTICUM FOR HEALTH CARE AND NURSING INFORMATICS****Units: 4 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of B- and HCIN 542 with a minimum grade of B- and HCIN 543 with a minimum grade of B- and HCIN 544 with a minimum grade of B-

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.

**HCIN 546 | CAPSTONE****Units: 1 Repeatability: No**

This is the final course in the online Health Care Informatics program sequence and is given during the final 14-week semester of the degree program. The purpose of this course is to thread program concepts, skills, and knowledge developed throughout the program into a culminating capstone experience.

**HCIN 547 | HEALTH CARE ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: HCIN 541 with a minimum grade of C- and HCIN 542 with a minimum grade of C- and HCIN 543 with a minimum grade of C- and HCIN 552 with a minimum grade of C-

Prepares students to apply various types of clinical data to solve complex clinical questions based on prior knowledge achieved in the Health Care Informatics program. Students apply an evidence-based practice approach to solve various clinical questions using a variety of clinical data sets including population level data. Course focus includes how data can be leveraged to solve specific clinical questions, the development of Clinical Decision support rules, and Precision Medicine applications. Students will develop data analytics skills by utilizing real-world use cases found in the clinical setting.

**HCIN 548 | HEALTH CARE INFORMATICS SEMINAR****Units: 2 Repeatability: Yes (Can be repeated for Credit)**

The HCI seminar course provides the student with the opportunity to work collaboratively with faculty and student colleagues to address concepts and ideas emerging in the field of Health Care Informatics. Each seminar focuses on various aspects of the Clinical Informaticist Health Care Data Analyst and Health Care Informatics Leader role. Throughout the seminar course, students will use various methods to analyze emerging trends in health care and informatics. Seminar students will generate self-reflective and field-relevant capstone projects. Students will fulfill program competencies through individual projects.

**HCIN 549 | BIOSTATISTICS****Units: 3 Repeatability: No**

The HCI seminar course provides the student with the opportunity to work collaboratively with faculty and student colleagues to address concepts and ideas emerging in the field of Health Care Informatics. Each seminar focuses on various aspects of the Clinical Informaticist Health Care Data Analyst and Health Care Informatics Leader role. Throughout the seminar course, students will use various methods to analyze emerging trends in health care and informatics. Seminar students will generate self-reflective and field-relevant capstone projects. Students will fulfill program competencies through individual projects.

**HCIN 550 | HEALTH CARE SIX SIGMA, GREEN BELT****Units: 3 Repeatability: No**

Employs the structured Six Sigma "DMAIC" methodology: Define, Measure, Analyze, Improve, and Control to introduce principles, tools, and techniques to improve processes within a health care organization. Enables students to apply the Six Sigma model to improve such systems as: patient throughput, clinical diagnostics reporting, and care delivery redesign. Defines tools and techniques of Six Sigma in order to successfully develop, launch, and transition a project through each phase terminating with an evaluation phase.

**HCIN 551 | INTRODUCTION TO GEOHEALTH****Units: 3 Repeatability: No**

Enhances the student's familiarity and builds competence in using geographic information systems (GIS) applied to health surveillance and research. Provides the student interactive experiences to map clinic data and to conduct geographic modeling decisions. Incorporates an active learning environment to provide students an opportunity to develop a practical understanding of GIS software.

**HCIN 552 | CLINICAL DOCUMENTATION: ELECTRONIC MEDICAL RECORD SYSTEMS****Units: 3 Repeatability: No**

Clinical documentation: Electronic systems explore hardware/software development requirements for EMRs and application of EMR data for: quality, risk assessment, billing, and research applications. Includes overview of clinical devices that assist in medication administration such as BCMA (Bar Code Medication Administration). Applies problem-based learning to the development of clinical rules and alert systems for both Clinical Decision Support (CDS) and CPOE (computerized Physician Order entry) systems. Course emphasizes regulatory requirements for electronic medical records to include: HIPPA, Meaningful Use Requirements, security applications, and federal breach reporting.

**HCIN 553 | CLINICAL DOCUMENTATION SYSTEMS: SPECIALIST ROLE****Units: 3 Repeatability: No**

Provide a basic understanding of the electronic medical record and how digital billing systems are evolving to meet the clinical documentation needs of health care organizations. Fosters skills in applying diagnostic coding standards to meet quality, regulatory and billing requirements, including: code book formats; coding techniques; formats of the ICD, DRG, and CPT manuals; health insurance; billing, reimbursement, and collections. Course examines federal regulations covering billing and patient privacy (HIPPA).

**HCIN 554 | TELEHEALTH & EMERGING TECH****Units: 3 Repeatability: No**

Provides an introduction to the emerging discipline of telehealth. Provides a historical perspective of remote monitoring of patients using various types of telehealth, including video conferencing, telephonic, and home based sensors. Includes an overview of relevant hardware and software requirements for a telehealth program. Includes federal and state regulations covering telehealth practice and reimbursement models by Medicare, Medicaid and other insurers. Includes consumer grade health monitoring devices and emerging health care technology.

**HCIN 555 | HEALTH CARE SIX SIGMA, BLACK BELT****Units: 3 Repeatability: No**

Prerequisites: HCIN 550 with a minimum grade of C

This is the second course in the Health Care Six Sigma Course Series. Builds upon skills and knowledge acquired during the Six Sigma Green Belt course. Develops team leadership knowledge and applied skills using the quality and performance improvement methodology, “DMAIC” model (Define, Measure, Analyze, Improve, and Control) applied to an actual health care project.

**HCIN 556 | HEALTH CARE LEADERSHIP, VALUES AND SOCIAL JUSTICE****Units: 3 Repeatability: No**

This course develops knowledge and hones skills concerning the management of people in healthcare organizations. It examines issues critical to being an effective leader with an emphasis on practical application. These issues include: leadership, motivation, effective team functioning, power and influence, corporate ethics, principles of social and health care justice, building and enabling high quality relationships and organizational structure. Students will improve abilities to diagnose, analyze, and take effective action as leaders in the healthcare arena.

**HCIN 557 | FINANCIAL MANAGEMENT IN HEALTH CARE SYSTEMS****Units: 3 Repeatability: No**

Provides a forum for the exploration and evaluation of the financial environment of the health care industry and how it specifically affects the role of the health care leader. Emphasizes the development of financial analysis skills that provides a foundation for application within the health care delivery system.

**HCIN 558 | STRATEGIC PLANNING AND MANAGEMENT OF HEALTH SYSTEMS****Units: 3 Repeatability: No**

This course emphasizes strategic planning and management as requisite to growth and survival of health systems. It also acquaints students with the language, processes, tools and techniques of strategic planning and change management that will enable them to contribute effectively to strategic thinking and action in health systems.

**HCIN 559 | MANAGEMENT OF HEALTH CARE SYSTEM QUALITY OUTCOMES AND PATIENT SAFETY****Units: 3 Repeatability: No**

Focuses on the evaluation of patient safety and quality of care outcomes from a systems perspective. Explores theoretical and methodological foundations for understanding and applying patient safety and quality of care outcomes within the current health care environment. Reviews safety applications in other high-risk industries with application to nursing and the healthcare industry. Emphasizes identification, implementation, and evaluation of quality indicators for patient safety and other patient outcomes. Evaluates patient safety and quality indicators for their sensitivity and specificity to clinical care. Addresses the role of leadership in error prevention and maintenance of a culture of patient safety.

**HCIN 560 | INTRODUCTION TO HEALTHCARE SIMULATION****Units: 3 Repeatability: No**

Provides an overview of the fundamentals and exploration of health care simulation concepts. Innovative teaching strategies and technology are presented including opportunities to gain “hands-on” experience using multiple simulation methods such as task trainers, hi and lo-fidelity mannequins, and standardized patients within active learning scenarios. Emphasizes basic understanding of entire continuum of planning, executing, and debriefing a successful simulation incorporating creation of cases, resource planning, event management, development of competency checklists, and facilitation of reflective learning.

**HCIN 600 | POPULATION HEALTH ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 542 with a minimum grade of C- (Can be taken Concurrently) and HCIN 543 with a minimum grade of C- (Can be taken Concurrently) and HCIN 549 with a minimum grade of C- and HCIN 552 with a minimum grade of C-

This course explores methods for measuring and analyzing the burden of disease in populations. Students will apply various data sets including disease registries, electronic health records, claims data, and socio-economic data; to measure, trend, and analyze, the impact of disease on various populations.

**HCIN 605 | DATA STRUCTURES AND TERMINOLOGIES****Units: 2 Repeatability: No**

This course provides the Health Care Analytics, Data Science, Doctoral Nursing and Informatics student a review of health care standards, terminologies, and quality outcome measure data. Students will examine how these are applied to document, measure, evaluate, and reimburse health care in the United States. This includes standards and terminologies common to Electronic Health records to include the following: The International Classification of Diseases (ICD), Current Procedural Terminology (CPT) code sets, Health Level Seven (HL7) Reference Information Model, Systematized Nomenclature of Medicine (SNOMED), Logical Observation Identifiers, Names, and Codes (LOINC), and RadLex, Standards, terminologies, and outcome measures unique to medicine, Nursing, Allied Health Professionals and Health Care delivery organizations (such as hospitals, clinics, and medical provider practices) is included.

**HCIN 610 | ADVANCED LEADERSHIP AND HEALTH SYSTEMS MANAGEMENT****Units: 3 Repeatability: No**

This course explores theoretical and applied principles of leadership in complex health care delivery systems. Students will explore health care organizations to determine how leadership, technology, and system complexity affects care delivery. Students will examine how learning health care systems management differs from traditional systems management and the benefits they offer to complex delivery systems.

**HCIN 611 | HEALTH CARE ECONOMICS****Units: 3 Repeatability: No**

This course analyzes the Health Care industry and public health systems in the United States. Students will evaluate the impact of both private and public sectors of the health care industry and the impact of competing goals of: broad access, high quality, and affordability. This course will also examine the way consumers and providers affect the availability and quality of health care. Additional course topics include: supply and demand modeling; cost-benefit analysis; reimbursement models including pay for performance; global drivers on the US healthcare industry and implications of policy, regulatory and political philosophy regarding care.

**HCIN 615 | ADVANCED HEALTH CARE ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 542 with a minimum grade of C- (Can be taken Concurrently) and HCIN 543 with a minimum grade of C- (Can be taken Concurrently) and HCIN 547 with a minimum grade of C- and HCIN 549 with a minimum grade of C- and HCIN 552 with a minimum grade of C- and HCIN 600 with a minimum grade of C- This course will explore methods and tools to address a variety of health care issues by leveraging data to design, solve, and test a data-driven hypothesis. This course will explore the application of quantitative and qualitative data to evaluate programs and research studies. Students will also examine data stewardship and data governance roles in organizations that employ enterprise data warehouses (EDW). Data security and privacy are examined from the health care data analyst role. Additional course topics include emerging trends in health care, data science, and bioinformatics.

**HCIN 620 | MACHINE LEARNING APPLICATIONS FOR HEALTH CARE****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C- and HCIN 542 with a minimum grade of C- (Can be taken Concurrently) and HCIN 543 with a minimum grade of C- (Can be taken Concurrently) and HCIN 547 with a minimum grade of C- and HCIN 549 with a minimum grade of C- and HCIN 615 with a minimum grade of C- This course will explore the application of machine learning (ML) to the health care setting. ML is a field of computer science that trains computers to recognize patterns in complex data sets and formulate predictions based upon designed algorithms. ML can be used to predict hospital readmission, identify patients who may develop hospital acquired infections, and support diagnostic reasoning for clinicians. The course will explore various ML methods to design algorithms for solving common clinical problems. In addition, students will gain a basic understanding of how ML methods can learn from data to find underlying patterns useful for prediction, classification, clustering, and exploratory data analysis.

**HCIN 625 | DIGITAL HEALTH CARE MARKETING****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C- This course will explore marketing principles and methods utilized in the health care industry from the perspective of a health care leader. Students will learn how to assess market needs for health care organizations and service lines. Course will include case studies to understand ethical, regulatory, and liability issues in health care marketing. Additional course topics include web-based advertising, management of marketing staff, and website design.

**HCIN 630 | HEALTH CARE LAW AND RISK MANAGEMENT****Units: 3 Repeatability: No**

This course explores laws encountered by health care managers and strategies to reduce liability to health care organizations. Case studies will assist the Student to examine legal and ethical issues encountered when managing health care delivery systems. This course will examine laws and regulations that govern the relationships between health care providers and entities, the management of employees and medical staff who deliver patient care, labor relations, the management of information, patient rights and responsibilities, and tort law. Students will research an area of health care liability and develop a plan to mitigate risk in the health care setting.

**HCIN U540 | INTRODUCTION TO HEALTH CARE INFORMATION MANAGEMENT****Units: 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.

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## Master of Science in Health Care Informatics Online

### A. Health Care Informatics Track

Code	Title	Units
HCIN 501	HCI New Student Orientation	0
HCIN 540	Introduction to Health Care Information Management	3
HCIN 541	Introduction to Health Care Delivery Systems	3
HCIN 542	Systems Analysis and Design for Health Care Informatics	3
HCIN 543	Database Design and Knowledge Management	3
HCIN 544	Advanced Health Care Information Management	3
HCIN 546	Capstone	1
HCIN 547	Health Care Analytics	3
HCIN 552	Clinical Documentation: Electronic Medical Record Systems	3
ENLC 500	Health Care Leadership, Values and Social Justice	3
ENLC 553	Financial Management in Health Care Systems	3
ENLC 556	Management of Health Care System Quality Outcomes and Patient Safety	3
ENLC 557	Strategic Planning and Management of Health Systems	3



MSNC 507	Statistics	3
<b>Total Units</b>		<b>37</b>

### *B. Health Care Analytics Track*

Code	Title	Units
HCIN 501	HCI New Student Orientation	0
HCIN 540	Introduction to Health Care Information Management	3
HCIN 541	Introduction to Health Care Delivery Systems	3
HCIN 542	Systems Analysis and Design for Health Care Informatics	3
HCIN 543	Database Design and Knowledge Management	3
HCIN 546	Capstone	1
HCIN 547	Health Care Analytics	3
HCIN 552	Clinical Documentation: Electronic Medical Record Systems	3
HCIN 600	Population Health Analytics	3
HCIN 615	Advanced Health Care Analysis	3
HCIN 620	Machine Learning Applications for Health Care	3
ENLC 500	Health Care Leadership, Values and Social Justice	3
ENLC 556	Management of Health Care System Quality Outcomes and Patient Safety	3
MSNC 507	Statistics	3
<b>Total Units</b>		<b>37</b>

### *C. Health Care Leadership Track*

Code	Title	Units
HCIN 501	HCI New Student Orientation	0
HCIN 540	Introduction to Health Care Information Management	3
HCIN 541	Introduction to Health Care Delivery Systems	3
HCIN 542	Systems Analysis and Design for Health Care Informatics	3
HCIN 543	Database Design and Knowledge Management	3
HCIN 546	Capstone	1
HCIN 610	Advanced Leadership and Health Systems Management	3
HCIN 625	Digital Health Care Marketing	3
HCIN 630	Health Care Law and Risk Management	3
ENLC 500	Health Care Leadership, Values and Social Justice	3
ENLC 553	Financial Management in Health Care Systems	3
ENLC 556	Management of Health Care System Quality Outcomes and Patient Safety	3
ENLC 557	Strategic Planning and Management of Health Systems	3
MSNC 507	Statistics	3
<b>Total Units</b>		<b>37</b>

## Joan B. Kroc School of Peace Studies

### *Administration*

Patricia Márquez, PhD, Dean

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

Jeffery Hugger, Director of Operations and Events

Emily Nagisa Keehn, JD, Assistant Dean of Graduate Programs

Krista Kokjohn-Poehler, MBA, Assistant Dean of Marketing and Advancement

Rachel Locke, Director, Impact:Peace

Silvia Mah, PhD, MBA, Director, Center for Peace and Commerce

Miranda Williamson, Assistant Director of Recruitment and Outreach

### *Faculty*

Ami Carpenter, PhD, Associate Professor

Austin Choi-Fitzpatrick, PhD, Associate Professor

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

Justine Andreu Darling, PhD, Lecturer

Juan Carlos Rivas Espinosa, PhD, Lecturer

Michael Fryer, MA, Professor of Practice

Philip Gamaghelyan, PhD, Assistant Professor

Karen Henken, MBA, Lecturer

Topher McDougal, PhD, Associate Professor

Everard Meade, PhD, Professor of Practice, Faculty Director of Trans-border Initiative

Renata Berto Ramirez, MBA, Lecturer

Juan Roche, PhD, Professor of Practice

Dustin Sharp, PhD, JD, Associate Professor

Necla Tshirgi, PhD, Distinguished Professor, Human Security and Peacebuilding

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

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

The Kroc School houses the Institute for Peace and Justice (Kroc IPJ), focused on practice and co-creating knowledge with peacemakers from across the world, and in partnership with the School of Business, the Center for Peace and Commerce which organizes the prestigious Fowler Global Social Innovation Challenge.

### *Master of Arts in Peace and Justice*

The Master of Arts in Peace and Justice (MAPJ) is an interdisciplinary program designed for individuals seeking knowledge and hands-on experience to address a wide range of peace and social justice challenges, such as inter-group violence,

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

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

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

### *Master of Arts in Social Innovation*

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

### *Master of Science in Conflict Management and Resolution*

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

### *Financial Aid*

Applicants accepted into the Kroc School are eligible to be considered for scholarships such as the Gandhi Fellowships, Joan B. Kroc Scholarships in Peace and Justice Studies, the Dean's Graduate Merit Scholarships, and fellowships through the Kroc Institute of Peace and Justice. Students can apply for merit-based scholarships to support the cost of participating in international field-based courses, and for graduate assistantships which come with \$1200 tuition. Please

contact the Office of Financial Aid at USD for further information regarding financial aid and loans.

## Master of Arts in Peace and Justice

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

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

The Dual Degree in Law and Peace and Justice combines a Juris Doctor (JD) from the University of San Diego School of Law and a Master of Arts in Peace and Justice (MAPJ) from the Kroc School of Peace Studies. The JD/MAPJ is designed as a four-year commitment. Students spend the first year completing required coursework through the law school. The second year is devoted to coursework at the Kroc School, and the final two years involve a hybrid curriculum from both schools. The four-year program shaves off one year of studies from studying for the JD (3 years) and MAPJ (2 years) separately. The JD/MAPJ dual degree gives students the chance to study law and policy while gaining a deep understanding of the historical, institutional and cultural factors that drive conflict, injustice, oppression and poverty. The JD/MAPJ is a fit for students interested in issues like immigration, human rights or mediation; those who plan to advise a global clientele; those who wish to take a lawyer's route to influencing policy; and public interest lawyers seeking to tackle broad questions of social justice using both law and policy frameworks.

### Combined Degree Program: Bachelor's Degree to Master of Arts in Peace and Justice

The Master of Arts in Peace and Justice Combined Degree Program is open to all undergraduate majors at the Shiley-Marcos School of Engineering and the School of Business at the University of San Diego. Completion of the combined degree program results in the conferral of a Bachelor of Science (BS), a Bachelor of Arts (BA), a BS/BA, a Bachelor of Business Administration (BBA), or a Bachelor of Accountancy (BAcc) degree and a Master of Arts in Peace and Justice. This program allows undergraduate students at the Shiley-Marcos School of Engineering and the School of Business the ability to accelerate their academic career with a fast-track to graduate studies. Enrolled students may take up to 12 units of courses at the Kroc School during their junior and senior years and apply those courses to both their undergraduate degree requirements as upper-division elective units and to the MA in Peace and Justice degree requirements. Up to three of the 12 units may be upper-division undergraduate courses, and students should consult with their undergraduate academic advisor and a Kroc School advisor when selecting courses for the combined degree program. Once graduate students, the MA in Peace and Justice program may be completed in as little as 9-12 months post-undergraduate with an academic load of 27 units to take.

For courses at the Kroc School, all MA in Peace and Justice combined degree students must begin with *KROC 500 Foundations: Peace, Justice & Social Change (3 units)*. Following this, students may take two of the following three

core courses: *KROC 511 Peace & Conflict Analysis (3 units)*; *KROC 512 International Justice & Human Rights (3 units)*; *KROC 515 Environmental Peace & Justice*. Completion of *KROC 500* will also make the skills and methods course, *KROC 510 Leadership & Organizations (3 units)* eligible to be counted toward both undergraduate degree requirements and the requirements of the master's program.

To apply to this combined degree program, the Kroc School of Peace Studies does not require the GRE or a graduate school application fee, but requires the student to demonstrate academic achievement in their undergraduate courses with a minimum cumulative GPA of 3.0. For students in the combined degree program, upon satisfactory completion of a BS, BA, BS/BA, BBA or BAcc degree with a minimum overall GPA of 3.0, the student will be admitted to the MA in Peace and Justice program.

## Additional Requirements For Admission

See Admission Page (p. 583) 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	None
Required Coursework	None
Required Licenses/Credentials	None
Additional Requirements	None

## Degree Requirements

- Full-time or part-time status as a graduate student
- Approval of courses by faculty advisor
- Mandatory orientation
- 39 units of graduate work with a cumulative 3.0 grade point average or higher
- KROC 500 Foundations: Peace, Justice and Social Change course (3 units)
- Core courses (at least 6 units)
- Methods and skills courses (at least 6 units)
- Field-based courses (at least 3 units)
- Electives (at least 20 units)
  - Electives are chosen in consultation with a faculty advisor. No more than 6 units of coursework may be taken outside of the Kroc School. Of these 6 units, no more than 3 units of course work at the 300 or 400 level can count towards the 39 units. A maximum of 4 different 1-unit pass/fail electives can be taken, unless a faculty advisor approves otherwise.
- Internship preparation seminar and a 10-week internship placement (0 units)
- Professional portfolio with a "B" or better (1 unit)

Code	Title	Units
<b>Foundations: Peace, Justice &amp; Social Change (3 units)</b>		
KROC 500	Foundations: Peace, Justice & Social Change	3
<b>Core Courses (at least 6 units)</b>		
KROC 511	Peace and Conflict Analysis	3
KROC 512	International Justice & Human Rights	3
KROC 515	Environmental Peace & Justice	3
<b>Skills and Methods (at least 6 units)</b>		
KROC 510	Leadership and Organizations	3
KROC 513	Program Design, Monitoring & Evaluation	3
KROC 532	Negotiations	3
KROC 533	Mediation	3

KROC 574	Human Rights Advocacy	3
<b>Field-based Practicum (3 units)</b>		
KROC 593	Field-based Practicum (local or international)	3
<b>Internship (0 units)</b>		
KROC 596	Internship Preparation	0
KROC 598	Internship (in-organization experience)	0
<b>Electives (20 units)</b>		<b>20</b>
Electives are chosen in consultation with the faculty advisor. No more than 6 units of course work may be taken outside of the Kroc School. Of these 6 units, no more than 3 units of course work at the 300 or 400 level can be counted toward the 39 units. A maximum of 4 different 1-unit pass/fail electives can be taken, unless a faculty advisor approves otherwise.		
<b>Portfolio (1 unit)</b>		
KROC 597	Professional Portfolio	1

**KROC 500 | FOUNDATIONS: PEACE, JUSTICE & SOCIAL CHANGE****Units: 3 Repeatability: No**

The course introduces students to a series of big ideas for making the world more peaceful and just, and how to apply them in shaping their own lives and careers of purpose. The first half of the course features lectures and discussion sections that explore foundational theories behind peace, justice, and social innovation, where they overlap, and where they are in tension. The second half of the course explores specific fields of inquiry and practice in a more intimate setting, with an emphasis on comparing diverse approaches to common problems. Throughout the course, students will be challenged not simply to learn a spectrum of ideas and practices, but to understand how they fit together, where and how to learn more, and how to craft their own educational and professional trajectories so that they can part of the change they want to see in the world. This process has four essential elements: 1) building an inclusive, resilient, and productive culture; 2) getting everyone up to speed on the defining aspects of our field; 3) introducing the unique expertise and experience of Kroc School faculty and staff; and 4) helping you to turn your passion for positive social change into a career.

**KROC 510 | LEADERSHIP AND ORGANIZATIONS****Units: 3 Repeatability: No**

Students in this course gain understanding about their personal purpose, goals and leadership style and begin to create their own plan to gain agency and grow as adaptive leaders. The course prepares students to become effective leaders in the peace and justice field by bringing core concepts and theories about leadership, organizations and change alive through experiential learning, case analysis, individual assessment, and self-reflection.

**KROC 511 | PEACE AND CONFLICT ANALYSIS****Units: 3 Repeatability: No**

This course is designed to familiarize students with the interdisciplinary fields of peace and conflict analysis, providing an overview of core concepts of contemporary theory and practice. The course will examine frameworks for analyzing the origins and processes of social conflict and violence, and leading practical approaches to the conduct and evaluation of conflict resolution interventions. Our study will focus on intergroup and international levels of analysis, highlighting the roles of culture, identity, power, relational dynamics, and social structures. The first half of the course emphasizes conflict analysis; the second half emphasizes approaches to conflict resolution. The course will employ diverse methods and media, including lectures, discussions, interactive exercises, film, written assignments, and a project proposal development. The course features experiential learning activities that provide opportunities for practical application of course concepts. Active participation in every class is essential; readings are always necessary but never sufficient for learning the material.

**KROC 512 | INTERNATIONAL JUSTICE & HUMAN RIGHTS****Units: 3 Repeatability: No**

This course is an introduction to human rights at the level of intellectual theory and discourse and at the level of “real world” action, controversy and struggle. It examines the moral, philosophical, legal and political bases for international human rights, as well as the complex cocktail of actors and organizations involved in human rights advocacy and enforcement. Other specific topics—including transitional justice, R2P, torture, the law of war, and gender-based repression—will vary from semester to semester and instructor to instructor.

**KROC 513 | PROGRAM DESIGN, MONITORING & EVALUATION****Units: 3 Repeatability: No**

Starting with a solid understanding of the evolution of thinking and practice among key development and peacebuilding actors, this course is designed to prepare students to design, monitor and evaluate peacebuilding programs and project. Students will not only understand best practices in project design and management but also learn the skills and tools necessary to effectively carry out projects.

**KROC 514 | INTERNATIONAL SYSTEM****Units: 3 Repeatability: No**

In a rapidly globalizing world, problems such as financial crises, poverty, violent conflicts, humanitarian disasters, pandemics and cybercrime are increasingly transnational in nature and cannot be solved solely by sovereign states acting individually or collectively. This course is designed to provide a big picture analysis of global governance and its interlocking elements. This includes an introduction to international organizations and multilateralism in a state-based international system and an examination of the political dynamics and key players of global governance in the post-Cold War era. It aims to enable students to understand the system's strengths and limitations and how to make it work better at the micro, meso and macrolevels.

**KROC 515 | ENVIRONMENTAL PEACE & JUSTICE****Units: 3 Repeatability: No**

Evidence is mounting that unprecedented economic growth experienced by human societies has induced a state of crisis for the Earth's ecological systems. Many of the public goods provided by them – fresh water, clean air, abundant fisheries, nutritious soils, low sea levels, and moderate weather, to name a few – are increasingly at risk. Their failure poses existential threats to the societies humans have collectively built over millennia, and heightens the risk of violent conflict. This course will critically examine connections between the three legs of the proverbial sustainable development stool: environment, economy, and peace. We will explore specific issues in an applied, place-based framework, focusing on ways of understanding larger challenges as they manifest themselves in the San Diego region. We will also ask fundamental questions about environmental sustainability: How do current development paradigms create environmental conflicts? What role can we expect technology to play in offsetting our ecological impact or solving our conflicts over scarce resources? What does environmental justice look like? And ultimately, what are our prospects for peace and progress in the face of environmental peril? Class time will be spent on a combination of exploratory field trips, discussions, debates, and participatory community engagement. Deliverables will include reflective journal-keeping, an issue brief, a policy memo, and a final project.

**KROC 520 | GLOBAL CHALLENGES****Units: 3 Repeatability: No**

This course follows a systems perspective to explain major challenges of the 21st century, which are included in the Sustainable Development Millennium goals: poverty, hunger, environmental degradation, environment and violent conflict, among others. A systems perspective of current challenges and their causes expand student capabilities for framing problems and designing solutions. In examining major challenges, students also learn about emerging models of leadership, organization and collaboration seeking to address those issues.



**KROC 521 | SOCIAL INNOVATION****Units: 3 Repeatability: No**

In this introductory course to social innovation, students are introduced to the strategies and processes for creating social change through innovation. Students learn by interacting with social and political entrepreneurs, activists, organizations, and social movements in San Diego/Tijuana. Students analyze cases of individuals and groups who have catalyzed important positive social change through different organizational platforms – in the market, in government, within the nonprofit sector, and increasingly in the space between these three sectors. Throughout the course, students examine social innovation connecting field experiences with readings and in-class discussions. They are introduced in action to the tools and methodologies of participatory innovation, design thinking and measurement and evaluation.

**KROC 522 | IMPACT EVALUATION****Units: 3 Repeatability: No**

Social innovation must be translated into actionable initiatives to achieve their intended goals. This course is designed to prepare students to design, monitor and evaluate social innovation initiatives. It provides essential knowledge for program design and management, including logical frameworks for monitoring and evaluation. Through this course students learn the skills and tools needed to implement basic methods used in impact evaluation, think critically about the issues involved with evaluating programs and apply various types of tools to systematize the planning, implementation, monitoring and evaluation of projects throughout the project cycle. This course will include an applied project conducted for a community organization.

**KROC 523 | SOCIAL ENTREPRENEURSHIP****Units: 3 Repeatability: No**

How can we translate ideas into sustainable initiatives with social impact? In this course students develop the mindset and capabilities of entrepreneurs or intrapreneurs for social change. Through the design of real world projects, students learn key elements for designing sustainable initiatives that create a new social equilibrium better than what existed before: value proposition, financial modeling, measurement and evaluation, among others.

**KROC 524 | SOCIAL INNOVATION PRACTICUM****Units: 3 Repeatability: No**

This is a course where students integrate theory and practice to address real-world problems faced by organizations and communities seeking to create social change. Acting as consultants, students acquire knowledge of real-world constraints and opportunities faced by organizations leading social change. Students learn ways to work in teams with organization or community partners for effective co-design of solutions, as they practice resourcefulness and creativity in problem-solving.

**KROC 530 | CONFLICT ANALYSIS & RESOLUTION****Units: 3 Repeatability: No**

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.

**KROC 531 | INTERVENTION DESIGN****Units: 3 Repeatability: No**

The Intervention Design course is a required course for the MS-CMR program. It provides a framework for students to synthesize and apply knowledge and practical skills gained during the program to create a specific conflict management/resolution project. The course is also a chance to create a key Kroc School Portfolio item that students can showcase to prospective employers, donors, or partners.

**KROC 532 | NEGOTIATIONS****Units: 3 Repeatability: No**

Negotiation is the most widely used means of conflict management. The aim of this course is to develop your understanding of the principles, strategies, and tactics of effective negotiation in emotionally charged conflict situations. The role of identity – culture, gender, religion, nationality, class – will be mainstreamed throughout the course. Case studies and hands-on simulations will cover a variety of multi-issue, multi-party negotiations involving territorial and ethnic conflict, environmental justice, and post-conflict reconciliation. Each case involves both material concerns and underlying social-psychological interests. This course emphasizes the power of symbols, rules and norms, and regime and relationship building for cooperative ventures, governance and conflict prevention.

**KROC 533 | MEDIATION****Units: 3 Repeatability: No**

This course will focus on skills-building in mediation. Students will learn and practice a variety of tools and methods of mediating conflicts and disputes. Our experiential class will be divided between learning the traditional mediation skills, practice, and theory, including the benefits and limitations of mediation as a dispute resolution method on the one hand, and alternative approaches to mediation on the other. The alternative models will include the needs analysis-based Problem-Solving Workshop, the narrative analysis-based Mediation of History, and the Evolving Designs model aimed at work in multi-party environments. After taking this course, students will be able to: differentiate among various mediation processes; distinguish between interest-based and needs-based approaches; differentiate between the traditional and alternative mediation practices; demonstrate awareness in regard to ethical dilemmas of mediation practices; possess the skills to serve as a mediator; design and lead context-appropriate mediation processes.

**KROC 570 | WAR, GENDER AND PEACEBUILDING****Units: 2 Repeatability: No**

This course explores the peacebuilding roles that women play in conflict zones around the world. Like traditional courses, it will include an introduction to gender and peacebuilding and an analysis of women's leadership in human rights activism and conflict resolution. However, this unique course is built around the involvement of four women peacemakers from conflict zones around the world who will play an active role in the classroom and help us explore how power, oppression, and gendered identities contribute to war and peace from the personal to the societal levels. Through a series of expert lectures, case studies, interactive exercises, and mixed media presentations, students will gain increased understanding about gender and peacebuilding, including the gendered drivers of conflict, and the different roles women and men play supporting, preventing, mitigating, and resolving conflict.

**KROC 571 | IMMIGRATION AND ASYLUM IN PRACTICE****Units: 3 Repeatability: No**

The course begins with a comprehensive review of the origins and substance of U.S. immigration and asylum law, with a special emphasis on how they interface with the broader history of international humanitarian and human rights norms. Students will then work with staff of the Trans-Border Initiative (TBI) to provide expert testimony for asylum claims filed by individuals fleeing persecution in contemporary Mexico and Central America. Working with the most important national and local networks of pro bono immigration attorneys in the country, the students will assist TBI staff in verifying and reinforcing the most important facts and claims in each case, and preparing effective, thorough, and well-documented expert testimony. Students will mobilize the underlying research and their experience working on the individual cases to develop policy briefs of specific aspects of immigration and asylum policy. Each student will produce a significant written contribution to at least one actual asylum case, one fact sheet, and one policy brief to be published by TBI. In addition to a broad introduction to immigration and asylum law grounded in the practice of real-world cases, the students will learn to work collaboratively, designing and dividing up particular research tasks on hard deadlines, and they will learn to ask effective questions of the lawyers, the asylum seekers, and a variety of experts. The course will meet once per week for 3 hours, and students will be expected to complete approximately 10 hours per week of reading and research.

**KROC 572 | TRANSITIONAL JUSTICE****Units: 3 Repeatability: No**

This course examines the range of possible legal, institutional and policy frameworks that have been marshaled in an attempt to respond to large-scale human rights atrocities in the wake of conflict, from tribunals to truth commissions and beyond. It also examines debates about stopping ongoing mass atrocities through “humanitarian intervention” and the “responsibility to protect” doctrine.

**KROC 573 | APPLIED PEACE EDUCATION IN MEXICO****Units: 3 Repeatability: No**

How can universities teach peacebuilding to people in dangerous situations without resorting to hand-wringing paternalism or simply using other people's misfortunes as teachable material? This is the guiding question behind: “Teaching Applied Peace Education in Mexico.” Students serve as facilitators for the Trans-Border Initiative's “diplomado” [certificate program] in Applied Peace Education, given in collaboration with local educational institutions and civil society organizations in the areas of Mexico most affected by the drug war. The program is designed for the leaders of non-governmental organizations, civil servants, and local university students interested in building sustainable peace in Mexico. The USD student facilitators travel to Mexico with TBI staff and attend the seminars, where they learn a broad interdisciplinary curriculum in Applied Peace Education along with the local participants. The curriculum presents seven interconnected paths to sustainable peace: human rights, citizenship, history and memory, conflict resolution, social innovation, digital technology, and ecology. The student facilitators lead group exercises and discussions that reinforce the course material and assess its local relevance. In weekly meetings between each seminar, the student facilitators help TBI staff to tailor the material to local demands, to design and redesign the group exercises to maximize their effectiveness, and hone their own skills as discussion leaders and facilitators. Each diplomado program carries out a collaborative or “hive model” research project, where TBI leverages the local insight, experience, and connections of the seminar participants to produce useful knowledge about the most pressing local problems of peace and justice. The student facilitators participate in the design, implementation, and analysis of the research project and produce a final report for publication in collaboration with TBI. In the process, the student facilitators receive formal training in conducting ethical and effective interview-based research and intensive mentoring from TBI staff.

**KROC 574 | HUMAN RIGHTS ADVOCACY****Units: 3 Repeatability: No**

An examination of the actors and organizations conducting modern-day human rights advocacy and the techniques central to their work, including fact-finding, monitoring, report writing and media work. The course provides a balance of practical skill development (interviewing, press release writing) and critical-reflective examination of the ethical and strategic dilemmas faced by human rights advocates today.

**KROC 575 | ENGINEERING PEACE****Units: 3 Repeatability: No**

Students from the School of Engineering and the School of Peace Studies come together to design a drone that will have a positive impact on society. They have the opportunity to work on an interdisciplinary team in a semester-long project-based course. The course is rooted in the social sciences and starts with an investigation of what it means to be an engineer or a peacebuilder. This is followed by the engineering challenge of building a drone. Throughout the semester students will develop entrepreneurial skills as they identify an unmet social need and design a drone for positive social impact.

**KROC 590 | SPECIAL TOPICS SEMINAR****Units: 2 Repeatability: Yes (Can be repeated for Credit)**

A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

**KROC 592 | WORKSHOPS****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

A workshop focusing on a special topic or unique opportunity in peace and justice, conflict management and resolution, or social innovation. Workshop content and structure will differ depending on instructor. See learning objectives for more information about the course, and consult your advisor for the workshop's course description.

**KROC 593 | FIELD-BASED PRACTICUM****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

The Kroc School's field-based courses create a space for students to apply classroom knowledge in the field within creative and structured environments. The field-based course includes three common elements: a) an applied curriculum, b) the opportunity to interact with practitioners from communities affected by violence and injustice, and c) experience in implementing collaborative projects in the field. Students' work will be guided by USD's core humanistic principles, emphasizing how to look at individuals and communities in a holistic manner. See learning objectives for more information about the course, and consult your advisor for the course description.

**KROC 594 | SPECIAL TOPICS COURSE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

**KROC 595 | READING GROUP****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

A reading group on a special topic in peace and justice, conflict management and resolution, or social innovation. The reading group's content and meeting times will differ depending on the instructor. See learning objectives for more information about the specific course, and consult your advisor for the reading group's description.

KROC 596 | INTERNSHIP PREPARATION

Units: 0 Repeatability: No

This is a 0-unit mandatory seminar to prepare students in the Master of Arts in Peace & Justice program to identify internship placements in line with their career goals and to prepare for their internship experiences.

KROC 597 | PROFESSIONAL PORTFOLIO

Units: 1 Repeatability: No

The Kroc School equips changemakers. This course will help you to link the concepts, skills, and work-products developed in your time here with the professional requirements of the industry you wish to enter or return to upon graduation. In particular, this course will provide the time and support required to compile a professional portfolio comprised of the items specified by your degree program. The Portfolio contains a Curriculum Vitae highlighting your accomplishments to date, a cover letter, and a reflective essay, which serves as a coherent framework for drawing together lessons learned from your studies, and articulates your professional goals and trajectory. The rest of the Portfolio is comprised of work products from portfolio-eligible projects in your courses such as policy memos, strategy memos, articles, and grant applications. During class meetings we will work to identify and refine these work products, and how to showcase your accomplishments for a professional audience.

KROC 598 | INTERNSHIP (IN-ORGANIZATION EXPERIENCE)

Units: 0 Repeatability: No

Prerequisites: KROC 596 with a minimum grade of C-

This course involves participation in an internship related to one of the four areas of specialization within the Peace and Justice Studies Master's curriculum: conflict analysis and resolution, development, human rights, or human security. Internship placements will take place during the summer with a follow-up course in the fall semester. It is open only to students in the Peace and Justice Studies Master's Program. Grading for the course will be on a Pass/Fail basis.

KROC 599 | INDEPENDENT STUDY

Units: 1-3 Repeatability: Yes (Repeatable if topic differs)

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.

Master of Arts in Social Innovation

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

Combined Degree Program: Bachelor's Degree to Master of Arts in Social Innovation

The Master of Arts in Social Innovation Combined Degree Program is open to all undergraduate majors at the Shiley-Marcos School of Engineering and the School of Business at the University of San Diego. Completion of the combined degree program results in the conferral of a Bachelor of Science (BS), a Bachelor of Arts

(BA), a BS/BA, a Bachelor of Business Administration (BBA), or a Bachelor of Accountancy (BAcc) degree and a Master of Arts in Social Innovation. This program allows undergraduate students at the Shiley-Marcos School of Engineering and the School of Business the ability to accelerate their academic career with a fast-track to graduate studies. Enrolled students may take up to 12 units of courses at the Kroc School during their junior and senior years and apply those courses to both their undergraduate degree requirements as upper-division elective units and to the MA in Social Innovation degree requirements. Up to three of the 12 units may be upper-division undergraduate courses, and students should consult with their undergraduate academic advisor and a Kroc School advisor when selecting courses for the combined degree program. As a full-time graduate student, the MA in Social Innovation program can be completed in 9 months post-undergraduate with a lighter academic load of 18 units to complete compared to the typical load of 30 units of graduate coursework in 9 months.

For courses at the Kroc School, all MA in Social Innovation combined degree students must begin with *KROC 500 Foundations of Peace, Justice & Social Change (3 units)*. Following this, students may take the core courses, *KROC 510 Leadership & Organizations (3 units)*, *KROC 521 Social Innovation (3 units)*, and *KROC 523 Social Entrepreneurship (3 units)*.

To apply to this combined degree program, the Kroc School of Peace Studies does not require the GRE or a graduate school application fee, but requires the student to demonstrate academic achievement in their undergraduate courses with a minimum cumulative GPA of 3.0. For students in the combined degree program, upon satisfactory completion of a BS, BA, BS/BA, BBA or BAcc degree with a minimum overall GPA of 3.0, the student will be admitted to the MA in Social Innovation program.

Additional Requirements For Admission

See Admission Page (p. 583) 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	None
Required Coursework	None
Required Licenses/Credentials	None
Additional Requirements	None

Degree Requirements

- Full-time or part-time status as a graduate student
- Approval of courses by faculty advisor
- Mandatory orientation
- 30 units of graduate work with a cumulative 3.0 grade point average or higher
- KROC 500 Foundations: Peace, Justice & Social Change (3 units)
- Core courses (9 units)
- Skills and methods courses (6 units)
- Electives (at least 11 units)
  - Electives are chosen in consultation with a faculty advisor. No more than 6 units of coursework may be taken outside of the Kroc School. A maximum of 3 different 1-unit pass/fail electives can be taken, unless a faculty advisor approves otherwise.
- Professional portfolio with a "B" or better (1 unit)

Code	Title	Units
Foundations: Peace, Justice & Social Change (3 units)		
KROC 500	Foundations: Peace, Justice & Social Change	3

**Core Courses (9 units)**

KROC 510	Leadership and Organizations	3
KROC 521	Social Innovation	3
KROC 523	Social Entrepreneurship	3

**Skills and Methods (6 units)**

KROC 522	Impact Evaluation	3
KROC 524	Social Innovation Practicum	3

**Electives (11 units)** **9**

• Electives are chosen in consultation with a faculty advisor. No more than 6 units of coursework may be taken outside of the Kroc School. A maximum of 3 different 1-unit pass/fail electives can be taken, unless a faculty advisor approves otherwise.

**Portfolio (1 unit)**

KROC 597	Professional Portfolio	1
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**KROC 470 | WAR, GENDER AND PEACEBUILDING****Units: 2 Repeatability: No**

This course explores the peacebuilding roles that women play in conflict zones around the world. Like traditional courses, it will include an introduction to gender and peacebuilding and an analysis of women's leadership in human rights activism and conflict resolution. However, this unique course is built around the involvement of four women peacemakers from conflict zones around the world who will play an active role in the classroom and help us explore how power, oppression, and gendered identities contribute to war and peace from the personal to the societal levels. Through a series of expert lectures, case studies, interactive exercises, and mixed media presentations, students will gain increased understanding about gender and peacebuilding, including the gendered drivers of conflict, and the different roles women and men play supporting, preventing, mitigating, and resolving conflict.

**KROC 471 | IMMIGRATION AND ASYLUM IN PRACTICE****Units: 3 Repeatability: No**

The course begins with a comprehensive review of the origins and substance of U.S. immigration and asylum law, with a special emphasis on how they interface with the broader history of international humanitarian and human rights norms. Students will then work with staff of the Trans-Border Initiative (TBI) to provide expert testimony for asylum claims filed by individuals fleeing persecution in contemporary Mexico and Central America. Working with the most important national and local networks of pro bono immigration attorneys in the country, the students will assist TBI staff in verifying and reinforcing the most important facts and claims in each case, and preparing effective, thorough, and well-documented expert testimony. Students will mobilize the underlying research and their experience working on the individual cases to develop policy briefs of specific aspects of immigration and asylum policy. Each student will produce a significant written contribution to at least one actual asylum case, one fact sheet, and one policy brief to be published by TBI. In addition to a broad introduction to immigration and asylum law grounded in the practice of real-world cases, the students will learn to work collaboratively, designing and dividing up particular research tasks on hard deadlines, and they will learn to ask effective questions of the lawyers, the asylum seekers, and a variety of experts. The course will meet once per week for 3 hours, and students will be expected to complete approximately 10 hours per week of reading and research.

**KROC 472 | TRANSITIONAL JUSTICE****Units: 3 Repeatability: No**

This course examines the range of possible legal, institutional and policy frameworks that have been marshaled in an attempt to respond to large-scale human rights atrocities in the wake of conflict, from tribunals to truth commissions and beyond. It also examines debates about stopping ongoing mass atrocities through "humanitarian intervention" and the "responsibility to protect" doctrine.

**KROC 490 | SPECIAL TOPICS SEMINAR****Units: 2 Repeatability: Yes (Can be repeated for Credit)**

A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

**KROC 494 | SPECIAL TOPICS COURSE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

**KROC 497 | PROFESSIONAL PORTFOLIO****Units: 1 Repeatability: No**

The Kroc School equips changemakers. This course will help you to link the concepts, skills, and work-products developed in your time here with the professional requirements of the industry you wish to enter or return to upon graduation. In particular, this course will provide the time and support required to compile a professional portfolio comprised of the items specified by your degree program. The Portfolio contains a Curriculum Vitae highlighting your accomplishments to date, a cover letter, and a reflective essay, which serves as a coherent framework for drawing together lessons learned from your studies, and articulates your professional goals and trajectory. The rest of the Portfolio is comprised of work products from portfolio-eligible projects in your courses such as policy memos, strategy memos, articles, and grant applications. During class meetings we will work to identify and refine these work products, and how to showcase your accomplishments for a professional audience.

**KROC 498 | INTERNSHIP****Units: 3 Repeatability: No**

Practical experience under professional supervision under the broad theme of conflict, social justice, peacebuilding and social innovation. Internships can be pursued with Kroc School faculty, the Institute for Peace and Justice (IPJ), the Center for Peace and Commerce (CPC), the Mulvaney Center or other relevant units at USD. Internships are intended to allow students to gain hands-on experience in a particular area within a structured work program. Accordingly, the supervisor and the intern need to develop a concrete work program with assigned tasks, learning goals, desired outcomes, and time commitment. The internship needs to be approved by the student's faculty advisor before the student can formally register.

**KROC 499 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

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.



**KROC 500 | FOUNDATIONS: PEACE, JUSTICE & SOCIAL CHANGE****Units: 3 Repeatability: No**

The course introduces students to a series of big ideas for making the world more peaceful and just, and how to apply them in shaping their own lives and careers of purpose. The first half of the course features lectures and discussion sections that explore foundational theories behind peace, justice, and social innovation, where they overlap, and where they are in tension. The second half of the course explores specific fields of inquiry and practice in a more intimate setting, with an emphasis on comparing diverse approaches to common problems. Throughout the course, students will be challenged not simply to learn a spectrum of ideas and practices, but to understand how they fit together, where and how to learn more, and how to craft their own educational and professional trajectories so that they can part of the change they want to see in the world. This process has four essential elements: 1) building an inclusive, resilient, and productive culture; 2) getting everyone up to speed on the defining aspects of our field; 3) introducing the unique expertise and experience of Kroc School faculty and staff; and 4) helping you to turn your passion for positive social change into a career.

**KROC 510 | LEADERSHIP AND ORGANIZATIONS****Units: 3 Repeatability: No**

Students in this course gain understanding about their personal purpose, goals and leadership style and begin to create their own plan to gain agency and grow as adaptive leaders. The course prepares students to become effective leaders in the peace and justice field by bringing core concepts and theories about leadership, organizations and change alive through experiential learning, case analysis, individual assessment, and self-reflection.

**KROC 511 | PEACE AND CONFLICT ANALYSIS****Units: 3 Repeatability: No**

This course is designed to familiarize students with the interdisciplinary fields of peace and conflict analysis, providing an overview of core concepts of contemporary theory and practice. The course will examine frameworks for analyzing the origins and processes of social conflict and violence, and leading practical approaches to the conduct and evaluation of conflict resolution interventions. Our study will focus on intergroup and international levels of analysis, highlighting the roles of culture, identity, power, relational dynamics, and social structures. The first half of the course emphasizes conflict analysis; the second half emphasizes approaches to conflict resolution. The course will employ diverse methods and media, including lectures, discussions, interactive exercises, film, written assignments, and a project proposal development. The course features experiential learning activities that provide opportunities for practical application of course concepts. Active participation in every class is essential; readings are always necessary but never sufficient for learning the material.

**KROC 512 | INTERNATIONAL JUSTICE & HUMAN RIGHTS****Units: 3 Repeatability: No**

This course is an introduction to human rights at the level of intellectual theory and discourse and at the level of “real world” action, controversy and struggle. It examines the moral, philosophical, legal and political bases for international human rights, as well as the complex cocktail of actors and organizations involved in human rights advocacy and enforcement. Other specific topics—including transitional justice, R2P, torture, the law of war, and gender-based repression—will vary from semester to semester and instructor to instructor.

**KROC 513 | PROGRAM DESIGN, MONITORING & EVALUATION****Units: 3 Repeatability: No**

Starting with a solid understanding of the evolution of thinking and practice among key development and peacebuilding actors, this course is designed to prepare students to design, monitor and evaluate peacebuilding programs and project. Students will not only understand best practices in project design and management but also learn the skills and tools necessary to effectively carry out projects.

**KROC 514 | INTERNATIONAL SYSTEM****Units: 3 Repeatability: No**

In a rapidly globalizing world, problems such as financial crises, poverty, violent conflicts, humanitarian disasters, pandemics and cybercrime are increasingly transnational in nature and cannot be solved solely by sovereign states acting individually or collectively. This course is designed to provide a big picture analysis of global governance and its interlocking elements. This includes an introduction to international organizations and multilateralism in a state-based international system and an examination of the political dynamics and key players of global governance in the post-Cold War era. It aims to enable students to understand the system’s strengths and limitations and how to make it work better at the micro, meso and macrolevels.

**KROC 515 | ENVIRONMENTAL PEACE & JUSTICE****Units: 3 Repeatability: No**

Evidence is mounting that unprecedented economic growth experienced by human societies has induced a state of crisis for the Earth’s ecological systems. Many of the public goods provided by them – fresh water, clean air, abundant fisheries, nutritious soils, low sea levels, and moderate weather, to name a few – are increasingly at risk. Their failure poses existential threats to the societies humans have collectively built over millennia, and heightens the risk of violent conflict. This course will critically examine connections between the three legs of the proverbial sustainable development stool: environment, economy, and peace. We will explore specific issues in an applied, place-based framework, focusing on ways of understanding larger challenges as they manifest themselves in the San Diego region. We will also ask fundamental questions about environmental sustainability: How do current development paradigms create environmental conflicts? What role can we expect technology to play in offsetting our ecological impact or solving our conflicts over scarce resources? What does environmental justice look like? And ultimately, what are our prospects for peace and progress in the face of environmental peril? Class time will be spent on a combination of exploratory field trips, discussions, debates, and participatory community engagement. Deliverables will include reflective journal-keeping, an issue brief, a policy memo, and a final project.

**KROC 520 | GLOBAL CHALLENGES****Units: 3 Repeatability: No**

This course follows a systems perspective to explain major challenges of the 21st century, which are included in the Sustainable Development Millennium goals: poverty, hunger, environmental degradation, environment and violent conflict, among others. A systems perspective of current challenges and their causes expand student capabilities for framing problems and designing solutions. In examining major challenges, students also learn about emerging models of leadership, organization and collaboration seeking to address those issues.

**KROC 521 | SOCIAL INNOVATION****Units: 3 Repeatability: No**

In this introductory course to social innovation, students are introduced to the strategies and processes for creating social change through innovation. Students learn by interacting with social and political entrepreneurs, activists, organizations, and social movements in San Diego/Tijuana. Students analyze cases of individuals and groups who have catalyzed important positive social change through different organizational platforms – in the market, in government, within the nonprofit sector, and increasingly in the space between these three sectors. Throughout the course, students examine social innovation connecting field experiences with readings and in-class discussions. They are introduced in action to the tools and methodologies of participatory innovation, design thinking and measurement and evaluation.

**KROC 522 | IMPACT EVALUATION****Units: 3 Repeatability: No**

Social innovation must be translated into actionable initiatives to achieve their intended goals. This course is designed to prepare students to design, monitor and evaluate social innovation initiatives. It provides essential knowledge for program design and management, including logical frameworks for monitoring and evaluation. Through this course students learn the skills and tools needed to implement basic methods used in impact evaluation, think critically about the issues involved with evaluating programs and apply various types of tools to systematize the planning, implementation, monitoring and evaluation of projects throughout the project cycle. This course will include an applied project conducted for a community organization.

**KROC 523 | SOCIAL ENTREPRENEURSHIP****Units: 3 Repeatability: No**

How can we translate ideas into sustainable initiatives with social impact? In this course students develop the mindset and capabilities of entrepreneurs or intrapreneurs for social change. Through the design of real world projects, students learn key elements for designing sustainable initiatives that create a new social equilibrium better than what existed before: value proposition, financial modeling, measurement and evaluation, among others.

**KROC 524 | SOCIAL INNOVATION PRACTICUM****Units: 3 Repeatability: No**

This is a course where students integrate theory and practice to address real-world problems faced by organizations and communities seeking to create social change. Acting as consultants, students acquire knowledge of real-world constraints and opportunities faced by organizations leading social change. Students learn ways to work in teams with organization or community partners for effective co-design of solutions, as they practice resourcefulness and creativity in problem-solving.

**KROC 530 | CONFLICT ANALYSIS & RESOLUTION****Units: 3 Repeatability: No**

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.

**KROC 531 | INTERVENTION DESIGN****Units: 3 Repeatability: No**

The Intervention Design course is a required course for the MS-CMR program. It provides a framework for students to synthesize and apply knowledge and practical skills gained during the program to create a specific conflict management/resolution project. The course is also a chance to create a key Kroc School Portfolio item that students can showcase to prospective employers, donors, or partners.

**KROC 532 | NEGOTIATIONS****Units: 3 Repeatability: No**

Negotiation is the most widely used means of conflict management. The aim of this course is to develop your understanding of the principles, strategies, and tactics of effective negotiation in emotionally charged conflict situations. The role of identity – culture, gender, religion, nationality, class – will be mainstreamed throughout the course. Case studies and hands-on simulations will cover a variety of multi-issue, multi-party negotiations involving territorial and ethnic conflict, environmental justice, and post-conflict reconciliation. Each case involves both material concerns and underlying social-psychological interests. This course emphasizes the power of symbols, rules and norms, and regime and relationship building for cooperative ventures, governance and conflict prevention.

**KROC 533 | MEDIATION****Units: 3 Repeatability: No**

This course will focus on skills-building in mediation. Students will learn and practice a variety of tools and methods of mediating conflicts and disputes. Our experiential class will be divided between learning the traditional mediation skills, practice, and theory, including the benefits and limitations of mediation as a dispute resolution method on the one hand, and alternative approaches to mediation on the other. The alternative models will include the needs analysis-based Problem-Solving Workshop, the narrative analysis-based Mediation of History, and the Evolving Designs model aimed at work in multi-party environments. After taking this course, students will be able to: differentiate among various mediation processes; distinguish between interest-based and needs-based approaches; differentiate between the traditional and alternative mediation practices; demonstrate awareness in regard to ethical dilemmas of mediation practices; possess the skills to serve as a mediator; design and lead context-appropriate mediation processes.

**KROC 570 | WAR, GENDER AND PEACEBUILDING****Units: 2 Repeatability: No**

This course explores the peacebuilding roles that women play in conflict zones around the world. Like traditional courses, it will include an introduction to gender and peacebuilding and an analysis of women's leadership in human rights activism and conflict resolution. However, this unique course is built around the involvement of four women peacemakers from conflict zones around the world who will play an active role in the classroom and help us explore how power, oppression, and gendered identities contribute to war and peace from the personal to the societal levels. Through a series of expert lectures, case studies, interactive exercises, and mixed media presentations, students will gain increased understanding about gender and peacebuilding, including the gendered drivers of conflict, and the different roles women and men play supporting, preventing, mitigating, and resolving conflict.

**KROC 571 | IMMIGRATION AND ASYLUM IN PRACTICE****Units: 3 Repeatability: No**

The course begins with a comprehensive review of the origins and substance of U.S. immigration and asylum law, with a special emphasis on how they interface with the broader history of international humanitarian and human rights norms. Students will then work with staff of the Trans-Border Initiative (TBI) to provide expert testimony for asylum claims filed by individuals fleeing persecution in contemporary Mexico and Central America. Working with the most important national and local networks of pro bono immigration attorneys in the country, the students will assist TBI staff in verifying and reinforcing the most important facts and claims in each case, and preparing effective, thorough, and well-documented expert testimony. Students will mobilize the underlying research and their experience working on the individual cases to develop policy briefs of specific aspects of immigration and asylum policy. Each student will produce a significant written contribution to at least one actual asylum case, one fact sheet, and one policy brief to be published by TBI. In addition to a broad introduction to immigration and asylum law grounded in the practice of real-world cases, the students will learn to work collaboratively, designing and dividing up particular research tasks on hard deadlines, and they will learn to ask effective questions of the lawyers, the asylum seekers, and a variety of experts. The course will meet once per week for 3 hours, and students will be expected to complete approximately 10 hours per week of reading and research.

**KROC 572 | TRANSITIONAL JUSTICE****Units: 3 Repeatability: No**

This course examines the range of possible legal, institutional and policy frameworks that have been marshaled in an attempt to respond to large-scale human rights atrocities in the wake of conflict, from tribunals to truth commissions and beyond. It also examines debates about stopping ongoing mass atrocities through "humanitarian intervention" and the "responsibility to protect" doctrine.

**KROC 573 | APPLIED PEACE EDUCATION IN MEXICO****Units: 3 Repeatability: No**

How can universities teach peacebuilding to people in dangerous situations without resorting to hand-wringing paternalism or simply using other people's misfortunes as teachable material? This is the guiding question behind: "Teaching Applied Peace Education in Mexico." Students serve as facilitators for the Trans-Border Initiative's "diplomado" [certificate program] in Applied Peace Education, given in collaboration with local educational institutions and civil society organizations in the areas of Mexico most affected by the drug war. The program is designed for the leaders of non-governmental organizations, civil servants, and local university students interested in building sustainable peace in Mexico. The USD student facilitators travel to Mexico with TBI staff and attend the seminars, where they learn a broad interdisciplinary curriculum in Applied Peace Education along with the local participants. The curriculum presents seven interconnected paths to sustainable peace: human rights, citizenship, history and memory, conflict resolution, social innovation, digital technology, and ecology. The student facilitators lead group exercises and discussions that reinforce the course material and assess its local relevance. In weekly meetings between each seminar, the student facilitators help TBI staff to tailor the material to local demands, to design and redesign the group exercises to maximize their effectiveness, and hone their own skills as discussion leaders and facilitators. Each diplomado program carries out a collaborative or "hive model" research project, where TBI leverages the local insight, experience, and connections of the seminar participants to produce useful knowledge about the most pressing local problems of peace and justice. The student facilitators participate in the design, implementation, and analysis of the research project and produce a final report for publication in collaboration with TBI. In the process, the student facilitators receive formal training in conducting ethical and effective interview-based research and intensive mentoring from TBI staff.

**KROC 574 | HUMAN RIGHTS ADVOCACY****Units: 3 Repeatability: No**

An examination of the actors and organizations conducting modern-day human rights advocacy and the techniques central to their work, including fact-finding, monitoring, report writing and media work. The course provides a balance of practical skill development (interviewing, press release writing) and critical-reflective examination of the ethical and strategic dilemmas faced by human rights advocates today.

**KROC 575 | ENGINEERING PEACE****Units: 3 Repeatability: No**

Students from the School of Engineering and the School of Peace Studies come together to design a drone that will have a positive impact on society. They have the opportunity to work on an interdisciplinary team in a semester-long project-based course. The course is rooted in the social sciences and starts with an investigation of what it means to be an engineer or a peacebuilder. This is followed by the engineering challenge of building a drone. Throughout the semester students will develop entrepreneurial skills as they identify an unmet social need and design a drone for positive social impact.

**KROC 590 | SPECIAL TOPICS SEMINAR****Units: 2 Repeatability: Yes (Can be repeated for Credit)**

A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

**KROC 592 | WORKSHOPS****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

A workshop focusing on a special topic or unique opportunity in peace and justice, conflict management and resolution, or social innovation. Workshop content and structure will differ depending on instructor. See learning objectives for more information about the course, and consult your advisor for the workshop's course description.

**KROC 593 | FIELD-BASED PRACTICUM****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

The Kroc School's field-based courses create a space for students to apply classroom knowledge in the field within creative and structured environments. The field-based course includes three common elements: a) an applied curriculum, b) the opportunity to interact with practitioners from communities affected by violence and injustice, and c) experience in implementing collaborative projects in the field. Students' work will be guided by USD's core humanistic principles, emphasizing how to look at individuals and communities in a holistic manner. See learning objectives for more information about the course, and consult your advisor for the course description.

**KROC 594 | SPECIAL TOPICS COURSE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

**KROC 595 | READING GROUP****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

A reading group on a special topic in peace and justice, conflict management and resolution, or social innovation. The reading group's content and meeting times will differ depending on the instructor. See learning objectives for more information about the specific course, and consult your advisor for the reading group's description.

**KROC 596 | INTERNSHIP PREPARATION****Units: 0 Repeatability: No**

This is a 0-unit mandatory seminar to prepare students in the Master of Arts in Peace & Justice program to identify internship placements in line with their career goals and to prepare for their internship experiences.

**KROC 597 | PROFESSIONAL PORTFOLIO****Units: 1 Repeatability: No**

The Kroc School equips changemakers. This course will help you to link the concepts, skills, and work-products developed in your time here with the professional requirements of the industry you wish to enter or return to upon graduation. In particular, this course will provide the time and support required to compile a professional portfolio comprised of the items specified by your degree program. The Portfolio contains a Curriculum Vitae highlighting your accomplishments to date, a cover letter, and a reflective essay, which serves as a coherent framework for drawing together lessons learned from your studies, and articulates your professional goals and trajectory. The rest of the Portfolio is comprised of work products from portfolio-eligible projects in your courses such as policy memos, strategy memos, articles, and grant applications. During class meetings we will work to identify and refine these work products, and how to showcase your accomplishments for a professional audience.

**KROC 598 | INTERNSHIP (IN-ORGANIZATION EXPERIENCE)****Units: 0 Repeatability: No**

Prerequisites: KROC 596 with a minimum grade of C-

This course involves participation in an internship related to one of the four areas of specialization within the Peace and Justice Studies Master's curriculum: conflict analysis and resolution, development, human rights, or human security. Internship placements will take place during the summer with a follow-up course in the fall semester. It is open only to students in the Peace and Justice Studies Master's Program. Grading for the course will be on a Pass/Fail basis.

**KROC 599 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

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.

## Master of Science in Conflict Management and Resolution

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

### Additional Requirements For Admission

See Admission Page (p. 583) 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	None
Required Coursework	None
Required Licenses/Credentials	None
Additional Requirements	Four Short Essays (250 words each), Professional Resume, Three Years of Professional Work Experience, Two Letters of Recommendation

### Degree Requirements

- Full-time or part-time status as a graduate student
- Approval of courses by faculty advisor
- Mandatory orientation
- 30 units of graduate work with a cumulative 3.0 grade point average or higher
- KROC 500 Foundations: Peace, Justice & Social Change course (3 units)
- Core courses (6 units)
- Skills and methods courses (at least 6 units)
- Field-based practicum course (3 units), which is waivable by petition for students who have at least 3 years of relevant work experience.
- Electives (at least 11 units)
  - Electives are chosen in consultation with a faculty advisor. No more than 6 units of coursework may be taken outside of the Kroc School. A maximum of 3 different 1-unit pass/fail electives can be taken, unless a faculty advisor approves otherwise.
- Professional portfolio with a "B" or better (1 unit)

Code	Title	Units
<b>Foundations: Peace, Justice and Social Change (3 units)</b>		
KROC 500	Foundations: Peace, Justice & Social Change	3

**Core Courses (6 units)**

KROC 530	Conflict Analysis & Resolution	3
KROC 531	Intervention Design	3

**Skills and Methods (at least 6 units)**

KROC 513	Program Design, Monitoring & Evaluation	3
KROC 532	Negotiations	3
KROC 533	Mediation	3

**Field-based Practicum**

KROC 593	Field-based Practicum	3
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**Electives (11 units)**

• Electives are chosen in consultation with a faculty advisor. No more than 6 units of coursework may be taken outside of the Kroc School. A maximum of 3 different 1-unit pass/fail electives can be taken, unless a faculty advisor approves otherwise.

**Portfolio (1 unit)**

KROC 597	Professional Portfolio	1
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### Courses

**KROC 500 | FOUNDATIONS: PEACE, JUSTICE & SOCIAL CHANGE****Units: 3 Repeatability: No**

The course introduces students to a series of big ideas for making the world more peaceful and just, and how to apply them in shaping their own lives and careers of purpose. The first half of the course features lectures and discussion sections that explore foundational theories behind peace, justice, and social innovation, where they overlap, and where they are in tension. The second half of the course explores specific fields of inquiry and practice in a more intimate setting, with an emphasis on comparing diverse approaches to common problems. Throughout the course, students will be challenged not simply to learn a spectrum of ideas and practices, but to understand how they fit together, where and how to learn more, and how to craft their own educational and professional trajectories so that they can part of the change they want to see in the world. This process has four essential elements: 1) building an inclusive, resilient, and productive culture; 2) getting everyone up to speed on the defining aspects of our field; 3) introducing the unique expertise and experience of Kroc School faculty and staff; and 4) helping you to turn your passion for positive social change into a career.

**KROC 510 | LEADERSHIP AND ORGANIZATIONS****Units: 3 Repeatability: No**

Students in this course gain understanding about their personal purpose, goals and leadership style and begin to create their own plan to gain agency and grow as adaptive leaders. The course prepares students to become effective leaders in the peace and justice field by bringing core concepts and theories about leadership, organizations and change alive through experiential learning, case analysis, individual assessment, and self-reflection.



**KROC 511 | PEACE AND CONFLICT ANALYSIS****Units: 3 Repeatability: No**

This course is designed to familiarize students with the interdisciplinary fields of peace and conflict analysis, providing an overview of core concepts of contemporary theory and practice. The course will examine frameworks for analyzing the origins and processes of social conflict and violence, and leading practical approaches to the conduct and evaluation of conflict resolution interventions. Our study will focus on intergroup and international levels of analysis, highlighting the roles of culture, identity, power, relational dynamics, and social structures. The first half of the course emphasizes conflict analysis; the second half emphasizes approaches to conflict resolution. The course will employ diverse methods and media, including lectures, discussions, interactive exercises, film, written assignments, and a project proposal development. The course features experiential learning activities that provide opportunities for practical application of course concepts. Active participation in every class is essential; readings are always necessary but never sufficient for learning the material.

**KROC 512 | INTERNATIONAL JUSTICE & HUMAN RIGHTS****Units: 3 Repeatability: No**

This course is an introduction to human rights at the level of intellectual theory and discourse and at the level of “real world” action, controversy and struggle. It examines the moral, philosophical, legal and political bases for international human rights, as well as the complex cocktail of actors and organizations involved in human rights advocacy and enforcement. Other specific topics—including transitional justice, R2P, torture, the law of war, and gender-based repression—will vary from semester to semester and instructor to instructor.

**KROC 513 | PROGRAM DESIGN, MONITORING & EVALUATION****Units: 3 Repeatability: No**

Starting with a solid understanding of the evolution of thinking and practice among key development and peacebuilding actors, this course is designed to prepare students to design, monitor and evaluate peacebuilding programs and project. Students will not only understand best practices in project design and management but also learn the skills and tools necessary to effectively carry out projects.

**KROC 514 | INTERNATIONAL SYSTEM****Units: 3 Repeatability: No**

In a rapidly globalizing world, problems such as financial crises, poverty, violent conflicts, humanitarian disasters, pandemics and cybercrime are increasingly transnational in nature and cannot be solved solely by sovereign states acting individually or collectively. This course is designed to provide a big picture analysis of global governance and its interlocking elements. This includes an introduction to international organizations and multilateralism in a state-based international system and an examination of the political dynamics and key players of global governance in the post-Cold War era. It aims to enable students to understand the system’s strengths and limitations and how to make it work better at the micro, meso and macrolevels.

**KROC 515 | ENVIRONMENTAL PEACE & JUSTICE****Units: 3 Repeatability: No**

Evidence is mounting that unprecedented economic growth experienced by human societies has induced a state of crisis for the Earth’s ecological systems. Many of the public goods provided by them – fresh water, clean air, abundant fisheries, nutritious soils, low sea levels, and moderate weather, to name a few – are increasingly at risk. Their failure poses existential threats to the societies humans have collectively built over millennia, and heightens the risk of violent conflict. This course will critically examine connections between the three legs of the proverbial sustainable development stool: environment, economy, and peace. We will explore specific issues in an applied, place-based framework, focusing on ways of understanding larger challenges as they manifest themselves in the San Diego region. We will also ask fundamental questions about environmental sustainability: How do current development paradigms create environmental conflicts? What role can we expect technology to play in offsetting our ecological impact or solving our conflicts over scarce resources? What does environmental justice look like? And ultimately, what are our prospects for peace and progress in the face of environmental peril? Class time will be spent on a combination of exploratory field trips, discussions, debates, and participatory community engagement. Deliverables will include reflective journal-keeping, an issue brief, a policy memo, and a final project.

**KROC 520 | GLOBAL CHALLENGES****Units: 3 Repeatability: No**

This course follows a systems perspective to explain major challenges of the 21st century, which are included in the Sustainable Development Millennium goals: poverty, hunger, environmental degradation, environment and violent conflict, among others. A systems perspective of current challenges and their causes expand student capabilities for framing problems and designing solutions. In examining major challenges, students also learn about emerging models of leadership, organization and collaboration seeking to address those issues.

**KROC 521 | SOCIAL INNOVATION****Units: 3 Repeatability: No**

In this introductory course to social innovation, students are introduced to the strategies and processes for creating social change through innovation. Students learn by interacting with social and political entrepreneurs, activists, organizations, and social movements in San Diego/Tijuana. Students analyze cases of individuals and groups who have catalyzed important positive social change through different organizational platforms – in the market, in government, within the nonprofit sector, and increasingly in the space between these three sectors. Throughout the course, students examine social innovation connecting field experiences with readings and in-class discussions. They are introduced in action to the tools and methodologies of participatory innovation, design thinking and measurement and evaluation.

**KROC 522 | IMPACT EVALUATION****Units: 3 Repeatability: No**

Social innovation must be translated into actionable initiatives to achieve their intended goals. This course is designed to prepare students to design, monitor and evaluate social innovation initiatives. It provides essential knowledge for program design and management, including logical frameworks for monitoring and evaluation. Through this course students learn the skills and tools needed to implement basic methods used in impact evaluation, think critically about the issues involved with evaluating programs and apply various types of tools to systematize the planning, implementation, monitoring and evaluation of projects throughout the project cycle. This course will include an applied project conducted for a community organization.

**KROC 523 | SOCIAL ENTREPRENEURSHIP****Units: 3 Repeatability: No**

How can we translate ideas into sustainable initiatives with social impact? In this course students develop the mindset and capabilities of entrepreneurs or intrapreneurs for social change. Through the design of real world projects, students learn key elements for designing sustainable initiatives that create a new social equilibrium better than what existed before: value proposition, financial modeling, measurement and evaluation, among others.

**KROC 524 | SOCIAL INNOVATION PRACTICUM****Units: 3 Repeatability: No**

This is a course where students integrate theory and practice to address real-world problems faced by organizations and communities seeking to create social change. Acting as consultants, students acquire knowledge of real-world constraints and opportunities faced by organizations leading social change. Students learn ways to work in teams with organization or community partners for effective co-design of solutions, as they practice resourcefulness and creativity in problem-solving.

**KROC 530 | CONFLICT ANALYSIS & RESOLUTION****Units: 3 Repeatability: No**

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.

**KROC 531 | INTERVENTION DESIGN****Units: 3 Repeatability: No**

The Intervention Design course is a required course for the MS-CMR program. It provides a framework for students to synthesize and apply knowledge and practical skills gained during the program to create a specific conflict management/resolution project. The course is also a chance to create a key Kroc School Portfolio item that students can showcase to prospective employers, donors, or partners.

**KROC 532 | NEGOTIATIONS****Units: 3 Repeatability: No**

Negotiation is the most widely used means of conflict management. The aim of this course is to develop your understanding of the principles, strategies, and tactics of effective negotiation in emotionally charged conflict situations. The role of identity – culture, gender, religion, nationality, class – will be mainstreamed throughout the course. Case studies and hands-on simulations will cover a variety of multi-issue, multi-party negotiations involving territorial and ethnic conflict, environmental justice, and post-conflict reconciliation. Each case involves both material concerns and underlying social-psychological interests. This course emphasizes the power of symbols, rules and norms, and regime and relationship building for cooperative ventures, governance and conflict prevention.

**KROC 533 | MEDIATION****Units: 3 Repeatability: No**

This course will focus on skills-building in mediation. Students will learn and practice a variety of tools and methods of mediating conflicts and disputes. Our experiential class will be divided between learning the traditional mediation skills, practice, and theory, including the benefits and limitations of mediation as a dispute resolution method on the one hand, and alternative approaches to mediation on the other. The alternative models will include the needs analysis-based Problem-Solving Workshop, the narrative analysis-based Mediation of History, and the Evolving Designs model aimed at work in multi-party environments. After taking this course, students will be able to: differentiate among various mediation processes; distinguish between interest-based and needs-based approaches; differentiate between the traditional and alternative mediation practices; demonstrate awareness in regard to ethical dilemmas of mediation practices; possess the skills to serve as a mediator; design and lead context-appropriate mediation processes.

**KROC 570 | WAR, GENDER AND PEACEBUILDING****Units: 2 Repeatability: No**

This course explores the peacebuilding roles that women play in conflict zones around the world. Like traditional courses, it will include an introduction to gender and peacebuilding and an analysis of women's leadership in human rights activism and conflict resolution. However, this unique course is built around the involvement of four women peacemakers from conflict zones around the world who will play an active role in the classroom and help us explore how power, oppression, and gendered identities contribute to war and peace from the personal to the societal levels. Through a series of expert lectures, case studies, interactive exercises, and mixed media presentations, students will gain increased understanding about gender and peacebuilding, including the gendered drivers of conflict, and the different roles women and men play supporting, preventing, mitigating, and resolving conflict.

**KROC 571 | IMMIGRATION AND ASYLUM IN PRACTICE****Units: 3 Repeatability: No**

The course begins with a comprehensive review of the origins and substance of U.S. immigration and asylum law, with a special emphasis on how they interface with the broader history of international humanitarian and human rights norms. Students will then work with staff of the Trans-Border Initiative (TBI) to provide expert testimony for asylum claims filed by individuals fleeing persecution in contemporary Mexico and Central America. Working with the most important national and local networks of pro bono immigration attorneys in the country, the students will assist TBI staff in verifying and reinforcing the most important facts and claims in each case, and preparing effective, thorough, and well-documented expert testimony. Students will mobilize the underlying research and their experience working on the individual cases to develop policy briefs of specific aspects of immigration and asylum policy. Each student will produce a significant written contribution to at least one actual asylum case, one fact sheet, and one policy brief to be published by TBI. In addition to a broad introduction to immigration and asylum law grounded in the practice of real-world cases, the students will learn to work collaboratively, designing and dividing up particular research tasks on hard deadlines, and they will learn to ask effective questions of the lawyers, the asylum seekers, and a variety of experts. The course will meet once per week for 3 hours, and students will be expected to complete approximately 10 hours per week of reading and research.

**KROC 572 | TRANSITIONAL JUSTICE****Units: 3 Repeatability: No**

This course examines the range of possible legal, institutional and policy frameworks that have been marshaled in an attempt to respond to large-scale human rights atrocities in the wake of conflict, from tribunals to truth commissions and beyond. It also examines debates about stopping ongoing mass atrocities through "humanitarian intervention" and the "responsibility to protect" doctrine.

**KROC 573 | APPLIED PEACE EDUCATION IN MEXICO****Units: 3 Repeatability: No**

How can universities teach peacebuilding to people in dangerous situations without resorting to hand-wringing paternalism or simply using other people's misfortunes as teachable material? This is the guiding question behind: "Teaching Applied Peace Education in Mexico." Students serve as facilitators for the Trans-Border Initiative's "diplomado" [certificate program] in Applied Peace Education, given in collaboration with local educational institutions and civil society organizations in the areas of Mexico most affected by the drug war. The program is designed for the leaders of non-governmental organizations, civil servants, and local university students interested in building sustainable peace in Mexico. The USD student facilitators travel to Mexico with TBI staff and attend the seminars, where they learn a broad interdisciplinary curriculum in Applied Peace Education along with the local participants. The curriculum presents seven interconnected paths to sustainable peace: human rights, citizenship, history and memory, conflict resolution, social innovation, digital technology, and ecology. The student facilitators lead group exercises and discussions that reinforce the course material and assess its local relevance. In weekly meetings between each seminar, the student facilitators help TBI staff to tailor the material to local demands, to design and redesign the group exercises to maximize their effectiveness, and hone their own skills as discussion leaders and facilitators. Each diplomado program carries out a collaborative or "hive model" research project, where TBI leverages the local insight, experience, and connections of the seminar participants to produce useful knowledge about the most pressing local problems of peace and justice. The student facilitators participate in the design, implementation, and analysis of the research project and produce a final report for publication in collaboration with TBI. In the process, the student facilitators receive formal training in conducting ethical and effective interview-based research and intensive mentoring from TBI staff.

**KROC 574 | HUMAN RIGHTS ADVOCACY****Units: 3 Repeatability: No**

An examination of the actors and organizations conducting modern-day human rights advocacy and the techniques central to their work, including fact-finding, monitoring, report writing and media work. The course provides a balance of practical skill development (interviewing, press release writing) and critical-reflective examination of the ethical and strategic dilemmas faced by human rights advocates today.

**KROC 575 | ENGINEERING PEACE****Units: 3 Repeatability: No**

Students from the School of Engineering and the School of Peace Studies come together to design a drone that will have a positive impact on society. They have the opportunity to work on an interdisciplinary team in a semester-long project-based course. The course is rooted in the social sciences and starts with an investigation of what it means to be an engineer or a peacebuilder. This is followed by the engineering challenge of building a drone. Throughout the semester students will develop entrepreneurial skills as they identify an unmet social need and design a drone for positive social impact.

**KROC 590 | SPECIAL TOPICS SEMINAR****Units: 2 Repeatability: Yes (Can be repeated for Credit)**

A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

**KROC 592 | WORKSHOPS****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

A workshop focusing on a special topic or unique opportunity in peace and justice, conflict management and resolution, or social innovation. Workshop content and structure will differ depending on instructor. See learning objectives for more information about the course, and consult your advisor for the workshop's course description.

**KROC 593 | FIELD-BASED PRACTICUM****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

The Kroc School's field-based courses create a space for students to apply classroom knowledge in the field within creative and structured environments. The field-based course includes three common elements: a) an applied curriculum, b) the opportunity to interact with practitioners from communities affected by violence and injustice, and c) experience in implementing collaborative projects in the field. Students' work will be guided by USD's core humanistic principles, emphasizing how to look at individuals and communities in a holistic manner. See learning objectives for more information about the course, and consult your advisor for the course description.

**KROC 594 | SPECIAL TOPICS COURSE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

**KROC 595 | READING GROUP****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

A reading group on a special topic in peace and justice, conflict management and resolution, or social innovation. The reading group's content and meeting times will differ depending on the instructor. See learning objectives for more information about the specific course, and consult your advisor for the reading group's description.

**KROC 596 | INTERNSHIP PREPARATION****Units: 0 Repeatability: No**

This is a 0-unit mandatory seminar to prepare students in the Master of Arts in Peace & Justice program to identify internship placements in line with their career goals and to prepare for their internship experiences.

**KROC 597 | PROFESSIONAL PORTFOLIO****Units: 1 Repeatability: No**

The Kroc School equips changemakers. This course will help you to link the concepts, skills, and work-products developed in your time here with the professional requirements of the industry you wish to enter or return to upon graduation. In particular, this course will provide the time and support required to compile a professional portfolio comprised of the items specified by your degree program. The Portfolio contains a Curriculum Vitae highlighting your accomplishments to date, a cover letter, and a reflective essay, which serves as a coherent framework for drawing together lessons learned from your studies, and articulates your professional goals and trajectory. The rest of the Portfolio is comprised of work products from portfolio-eligible projects in your courses such as policy memos, strategy memos, articles, and grant applications. During class meetings we will work to identify and refine these work products, and how to showcase your accomplishments for a professional audience.

**KROC 598 | INTERNSHIP (IN-ORGANIZATION EXPERIENCE)****Units: 0 Repeatability: No**

Prerequisites: KROC 596 with a minimum grade of C-

This course involves participation in an internship related to one of the four areas of specialization within the Peace and Justice Studies Master's curriculum: conflict analysis and resolution, development, human rights, or human security. Internship placements will take place during the summer with a follow-up course in the fall semester. It is open only to students in the Peace and Justice Studies Master's Program. Grading for the course will be on a Pass/Fail basis.

**KROC 599 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

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.

## School of Business

### Faculty

Biljana Adebambo, PhD

Craig B. Barkacs, MBA, JD

Linda Barkacs, JD

Kenneth Bates, PhD

William Beggs, PhD

Abigail Berk, PhD

Barbara Bliss, PhD

Kristyn Calabrese, PhD

Colin Campbell, PhD

Jason Campbell, PhD

Stephen J. Conroy, PhD

Simon Croom, PhD, FCIPS

Richard Custin, JD, LLM

Thomas M. Dalton, PhD, CPA

Eileen Daspro, PhD

Joshua Della Vedova, PhD

John Demas, MBA, JD

Shreesh D. Deshpande, PhD

Denise Dimon, PhD

Kokila P. Doshi, PhD

Mary Durkin, PhD

Seth R. Ellis, PhD

Sara Esfahani, PhD

Justine Rapp Farrell, PhD

Andrea Godfrey Flynn, PhD

Jeremy Gabe, PhD

Priya Garg, PhD

Alan Gin, PhD

Jaime Gomez, PhD

Johanna Hunsaker, PhD

Phillip L. Hunsaker, DBA

Aarti Ivanic, PhD

Mark Thomas Judd, MIB, CPA

Amitkumar Kakkad, PhD

Priya Kannan-Narasimhan, PhD

Timothy P. Kelley, PhD, CPA

David Keszei, MBA

Stacy Keszei

Maria Kniazeva, PhD

Kimberly Kreig, PhD

Alexander Kull, PhD

Michael Lawless, PhD

Steven Levkoff, PhD

C. David Light, PhD

Yen-Ting Lin, PhD

Barbara Lougee, PhD

Sarah Lyon, PhD

Alyson Ma, PhD

Nicolas Maeder

Loren L. Margheim, PhD, CPA

Robin McCoy, PhD

Jennifer Miles, PhD

Norm Miller, PhD

Jennifer Mueller, PhD

Afsaneh Nahavandi, PhD

Andrew J. Narwold, PhD

Carlton C. O'Neal, JD, MBA

Diane D. Pattison, PhD

Johan Perols, PhD

John Prunty, MBA, CPA

David Pyke, PhD

Manzur Rahman, PhD, JD

Ryan Ratcliff, PhD

Carl M. Rebman Jr., PhD



Daniel A. Rivetti, DBA

Daniel Roccato, PhD

Tara Salinas, PhD

Alison Sanchez, PhD

Jonathan Sandy, PhD

Ruixia Shi, PhD

James K. Smith, LLM, PhD, JD, CPA

Tyagarajan N. Somasundaram, PhD

Steven W. Sumner, PhD

Marko Sventina, PhD

Charles Tu, PhD

Adriana Vamosiu, PhD

Nichole Wisseman-Weber, PhD

Wenli Xiao, PhD

Dirk S. Yandell, PhD

Pengcheng Zhu, 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

Master of Business Administration (MBA) Programs:

- Full-Time MBA (MBA) - A full-time program that may be completed in 17 or 22 months.
- Part-Time MBA (MBA) - A flexible program that may be completed in an evening or hybrid format in as few as 24 months.

Specialized Masters Programs:

- Master of Science in Accountancy (MACC) - A flexible program that may be completed in 10 to 17 months.
- Master of Science in Business Analytics (MSBA) - A full-time program that is completed in 10 months.
- Master of Science in Executive Leadership (MSEL) - An executive-style program that is completed in 22 months.
- Master of Science in Finance (MSF) - A STEM-certified, full-time program that is completed in 10 months.
- Master of Science in Global Leadership (MSGL) - A hybrid program offered as a 24-month dual degree with specific partner institutions.
- Master of Science in Real Estate (MSRE) - A program that may be completed at either a full-time or a part-time pace in 10 or 24 months respectively.
- Master of Science in Supply Chain Management (MS-SCM) - A hybrid program offering online courses with on-campus residence sessions over 17 months.

- Master of Science in Taxation (MTAX) - A flexible program that may be completed in 10 to 17 months.

## Centers and Institutes

### John Ahlers Center for International Business

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

### Burnham-Moores Center for Real Estate

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

### Accountancy Institute

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

### Entrepreneurship and Innovation Catalyzer

*Logic will get you from A to B. Imagination will take you everywhere. – Albert Einstein*

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

brilliant venture capitalists, mentors, and students. Click on the Toreroentrepreneur's Journey (<https://www.sandiego.edu/business/documents/centers-and-institutes/entrepreneurship/Toreroentrepreneur%20Journey%20Flyer.pdf>) to see the opportunities available to you through the Catalyzer. For further information please visit the Entrepreneurship and Innovation Catalyzer website (<https://www.sandiego.edu/business/centers-and-institutes/entrepreneurship/>) and for further questions reach us at [entrepreneurship@sandiego.edu](mailto:entrepreneurship@sandiego.edu).

## Supply Chain Management Institute

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

## Free Enterprise Institute

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

## The Brink

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

## General Requirements

Students must complete all course requirements with an overall grade point average of at least 3.0 on a 4.0 scale. Use of the grades "A+" and "D" are not permitted in the graduate business programs. Also see here (p. 575) for policies on academic probation and disqualification.

## Responsibility of Students

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

## Course Prerequisites

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

## Grade Grievance Procedures

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

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

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

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

The procedure for a grade grievance is as follows:

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

## Transfer of Graduate Credit

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

## Waiver Administration and Conditions for Waiver

Some core courses in the Part-Time MBA program may be waived only by examination if the program 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 required for the program. A nonrefundable fee of \$50 is charged for each examination for waiver. Contact the MBA Programs office at (619) 260-4840.

## Graduate Accountancy Programs

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 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 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

### Accountancy Course Scheduling

Each graduate accountancy course is designated with an MACC prefix and is scheduled to be completed on an accelerated basis. Some courses meet for two nights a week over a five week term. Other courses meet once a week over a ten week term. Summer and Intersession courses conform to the university policy. 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 (<http://www.sandiego.edu/business/centers-of-excellence/accountancy-institute/>) website.

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 or ten 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. Since all courses are only offered once per calendar year, students should carefully plan their program of study prior to beginning the program and should expect that completion will generally take a minimum of one calendar year.

Students currently enrolled in the BACC program at USD should review the requirements of the BACC and MACC combined program that are shown below this stand-alone MACC program.

For more information about the MACC program contact the Graduate Accountancy Programs office at [acctinst@sandiego.edu](mailto:acctinst@sandiego.edu) (<https://catalogs.sandiego.edu/graduate/colleges-schools/business-administration/accountancy-programs/accountancy/acctinst@sandiego.edu>).

### Additional Admission Requirements

See the Admission (p. 583) page for basic admission requirements.

Entrance Semesters	Fall, Intersession, Spring, Summer
Application Deadlines	None. Rolling admission. Deadlines for International applicants: May 1 for Fall, November 1 for Spring.
Minimum Grade Point Average	3.0 (4.0 scale)
Standardized Admission Testing	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 International Student Applicants\* and English Proficiency on the Admission page.

Required Coursework	Bachelor of Accountancy or equivalent
Required Licenses/Creditentials	None
Additional Requirements	Resume
	Personal statement
	Two professional letters of recommendation
	College/University Transcripts. Applicants who received their bachelor's degree from a non-US educational institution must have their transcripts evaluated by the International Education Research Foundation (IERF) or World Education Services, Inc. (WES). See International Student Applicants* on the Admission page.
Pre-Program	The International Student Introductory Program is required for international students. The program prepares students for a successful transition into the graduate level business program and the University of San Diego community. The program is held in early to mid-August before fall classes begin.

\*International Student Applicants (p. 583)

## MACC Program Requirements for Students with an Undergraduate Accountancy Degree

The MACC degree is a 30 semester hours program for those with an undergraduate accountancy degree. Additional prerequisite requirements for those without an undergraduate accounting degree are detailed at the end of this section.

MACC students must select one of two specialization tracks offered within the program as specified below.

### Track A - Business Reporting and Analysis

This track requires students to select three courses out of five specified courses (9 semester hours) as shown below, and the remaining 21 semester hours in the 30 semester hours program, are electives. This track is for students that are planning for accounting careers in auditing, corporate accounting and finance, or not-for-profit accounting. Only MACC prefixed courses may be taken as an elective. The specific program requirements are shown below.

Code	Title	Units
<b>Required Courses</b>		
Select three of the five courses (9 semester hours) from the following:		
MACC 525	Financial Statement Analysis for Accountants	3
MACC 531	Applied Research for Financial Accountants and Auditors	3
MACC 533	Accounting Analytics	3

MACC 535	Not-for-Profit Accounting	3
MACC 540	Controllershship and Strategic Cost Management	3
Electives		21

### Track B - Business Analytics in Accounting

This track requires a student to complete seven required courses in business and accounting analytics (18 semester units) as shown below, and the remaining 12 semester hours in the 30 semester hours program, as electives. This track is for students that are planning for accounting careers that required in-depth knowledge in business and accounting analytics along with knowledge needed for auditing, corporate accounting and finance, or not-for-profit accounting careers.

As Track B students must take courses from the Master of Science in Business Analytics (MSBA) program, there are additional requirements to be admitted to this MACC track. Specifically, applicants must have taken ACCT 303 (Accounting Information Systems) and ECON 216 (Statistics for Business and Economics) or equivalent with grades of B or better, have a cumulative GPA of 3.0 or higher, and must participate in an interview with MSBA admissions. Further, students in the Combined BACC/MACC program who select this track cannot enroll in any MSBA prefixed course until after they have completed their BACC degree and are fully considered graduate students. Therefore, Combined degree students should expect to complete all the required MSBA prefixed courses in Summer, Fall, and Intersession after they have completed the BACC degree.

The specific program requirements are shown below.

Code	Title	Units
<b>Required Courses</b>		
MACC 525	Financial Statement Analysis for Accountants	3
MACC 533	Accounting Analytics	3
MSBA 500	Introduction to Data Analytics & Business Concepts	2
MSBA 501	Applied Statistics	2
MSBA 502	Analytics Programming I	3
MSBA 503	Analytics Programming II	2
MSBA 510	International Consulting Project	3
Electives		12

Code	Title	Units
<b>Elective Courses</b>		
The electives for either of the two above tracks may be selected from the following:		
MACC 501	Ethics for Accounting Professionals	3
MACC 520	Fundamentals of Personal Financial Planning	3
MACC 522	Investment Planning and Risk Management	3
MACC 525	Financial Statement Analysis for Accountants	3
MACC 530	International Financial Analysis and Reporting	3
MACC 531	Applied Research for Financial Accountants and Auditors	3
MACC 533	Accounting Analytics	3
MACC 535	Not-for-Profit Accounting	3
MACC 540	Controllershship and Strategic Cost Management	3
MACC 560	Tax Research	3
MACC 561	Partnership Taxation	3
MACC 562	Estate and Gift Taxation and Planning	3
MACC 563	State and Local Taxation	3
MACC 564	Advanced Corporate Taxation	3



MACC 565	Taxation Policies and Procedures	3
MACC 580	International Accounting Issues	3
MACC 581	European Accounting Business Environments	3
MACC 594	Special Topics	1-6

The following courses are offered on an individual student basis only:

MACC 598	Professional Accountancy Internship	3
MACC 599	Independent Study	3

For current USD undergraduate students in the Combined BACC/MACC program there is opportunity for double counting some specified courses toward both degrees. The course numbers for specified double counting courses may be different than those shown in the tables above for the two tracks. See the discussion of the Combined Program below.

### *Elective Courses*

Students must complete a “program plan” indicating their elective selections prior to beginning the MACC program. However, course substitutions may be made at later points of time upon approval of the Academic Director.

All MACC courses will be offered only once per calendar year. Therefore, students should review the class schedule of MACC course offerings prior to the completion of their program plan. Students should also examine course prerequisites before selecting their electives and preparing their program plan. The Academic Director should be consulted during this process.

A maximum of 6 semester hours of graduate courses from USD or other University are allowed (assuming prerequisites are met) as part of the MACC program electives. Provide a syllabus for each course for review and evaluation. The remaining 15 semester hours of electives must be from MACC prefixed courses. Students must justify the relevance of the course and must gain the approval of the Academic Director to include the graduate course as a MACC elective.

Students in the MBA program may select individual MACC courses for their elective courses. Students must meet the appropriate prerequisites noted for the individual MACC courses prior to enrollment and must gain approval of their MBA program advisor and Academic Director of the Graduate Accountancy Programs.

### *International Accounting Experience (MACC 580 and MACC 581)*

MACC students may participate in a six semester hours International Accounting Issues and European Accounting Business Environment program in Europe. The primary goal of the two courses, taken concurrently, 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 Europe. 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 [www.sandiego.edu](http://www.sandiego.edu) (<http://www.sandiego.edu>) and search 'MACC Study Abroad Opportunities'.

### *Requirements for Students with a Non-Accounting, Business Undergraduate Degree*

Students with a non-accounting, business undergraduate degree may apply for the MACC program, but will be required to complete prerequisite accounting coursework.

The MACC program would consist of a maximum of 54 semester hours. Specifically, the 24 accounting semester hours requirements would need to be completed as prerequisites to completing the 30 semester hours MACC program described above. Students having already completed some of the undergraduate requirements will have the courses and the units considered for waiver.

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:

Code	Title	Units
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 Tax Accounting I	3
ACCT 408	Auditing	3
<b>Total Units</b>		<b>24</b>

## *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 72 semester hours. Students would need to complete 18 prerequisite semester hours in business, in addition to the 54 semester hours MACC program described above for the non-accounting, business undergraduate degree holders. Students having already completed any of the prerequisite business course requirements noted below will have the course and the units considered for waiver.

The prerequisite 18 semester hours business course requirements consist of the following:

Code	Title	Units
MGMT 300	Organizational Behavior	3
MKTG 300	Fundamentals of Marketing	3
FINA 300	Financial Management	3
ETLW 302	Business and Society	3
ETLW 311	Business Law I	3
Select one of the following:		3
DSCI 300	Foundations of Business Analytics	
DSCI 303	Operations Management	
<b>Total Units</b>		<b>18</b>

### *Admission Process for the MACC Program*

Students must complete the following for admission to the MACC degree program:

1. Complete the Master of Science in Accountancy online application, including the \$125 application fee.
2. Resume
3. Personal statement

4. Two professional letters of recommendation
5. College/University Transcripts. Transcript evaluation required for international applicants.
6. GMAT with a minimum score of 550
7. TOEFL score of 92 or IELTS score of 7 for international applicants
8. Overall GPA of 3.0 and accounting GPA of 3.0

## BACC/MACC or BACC/MTAX Combined Programs

The BACC/MACC or BACC/MTAX combined programs are 154 semester hours program consisting of the 124 semester hours requirements for a Bachelor of Accountancy degree (see the Undergraduate Course Catalog) and the 30 semester hours requirements for either the MACC or MTAX degrees. Students interested in either combined program should review the MACC or MTAX program requirements discussed above.

The combined programs allow current USD undergraduate students to combine their BACC program with either the MACC or the MTAX program. The combined programs allow students to begin their graduate programs early while they are still completing their BACC program. The actual program requirements for the undergraduate or graduate program are unchanged from those described under the individual programs. BACC students admitted to the MACC or MTAX combined programs may begin taking graduate program coursework after completion of ACCT 300 and a minimum of one additional upper-division undergraduate accounting course. The combined program allows students to complete both their BACC and either the MACC or MTAX degrees in approximately four and one half to five years on a full-time basis.

Students may enroll in BACC/MACC or BACC/MTAX Combined Programs. Students in these combined programs may receive up to 12 semester hours of credit to double count toward both the BACC undergraduate and MACC/MTAX graduate degrees. This double counting process is only applicable to student in a combined program. If student should graduate with a BACC degree only (without having been admitted to the BACC/MACC or BACC/MTAX combined program) and return later for a MACC/MTAX degree then the student will not be able to retroactively double count these courses and would need to complete 30 semester hours to earn the MACC/MTAX degree.

There are specific allowable double counting courses, which are offered only in the Fall or Spring semester, and listed in the Accountancy major section in the Undergraduate Catalog. Courses that may double count are ACCT 425/MACC 525, ACCT 430/MACC 530, ACCT 431/MACC 531, ACCT 433/MACC 533, ACCT 435/MACC 535, ACCT 440/MACC 540, ACCT 460/MACC 560, ACCT 461/MACC 561, ACCT 462/MACC 562, and ACCT 464/MACC 564. Double counted courses will count only as general electives for the bachelor's degree. Prerequisites must be met in order to take these courses. Permission to register for these specific cross-listed courses as a BACC only student must be approved by the Academic Director of Graduate Accountancy Programs.

Only students who are currently enrolled in the BACC degree program at USD are eligible for admission to a combined program. Admitted students will likely enroll in daytime undergraduate courses and evening MACC or MTAX courses so that both degrees can be completed on a full-time basis in the shortest possible time frame.

BACC students accepted into the combined program should consult with the Academic Director and the university's financial aid office to ensure they enroll in the appropriate mix of undergraduate or graduate courses each semester prior to completing their BACC requirements so that they will maximize their availability of financial aid.

Students interested in MACC Track B: Business Analytics in Accounting will take courses from the Master of Science in Business Analytics (MSBA) program. There are additional requirements to be admitted to this MACC track. Specifically, applicants must have taken ACCT 303 (Accounting Information Systems) and ECON 216 (Statistics for Business and Economics) or equivalent with grades of B or better, have a cumulative GPA of 3.0 or higher, and must participate in an interview with MSBA admissions. Further, students in the Combined BACC/MACC program who select this track cannot enroll in any MSBA prefixed course until after they have completed their BACC degree and are fully considered graduate students. Therefore, Combined degree students should expect to complete all the required MSBA prefixed courses in Summer, Fall, and Intersession after they have completed the BACC degree.

## Admission Process for the BACC/MACC or BACC/MTAX Combined Program

To be considered for admission into the Combined Program, a student must meet the criteria listed below:

1. Declared USD Bachelor of Accountancy major only
2. Completion of a minimum ACCT 300 and one additional upper-division undergraduate Accountancy course
3. Completion of a minimum of 60 undergraduate semester hours applicable toward their BACC
4. A 3.0 GPA overall
5. A 3.0 GPA in all upper-division accountancy courses

Students must complete the following for admission to the combined BACC/MACC or BACC/MTAX degree programs:

1. Complete the Master of Science in Accountancy or Master of Science in Taxation online application
2. Resume
3. Personal statement
4. Two letters of recommendation
5. University transcripts
6. GMAT will be waived for current USD students

## 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. Students will receive their BACC degree upon completion of the requirements of that degree program.
3. Students who have received admittance in the combined program must complete their remaining MACC or MTAX degree requirements within five years of completing their BACC degree or must reapply to the MACC or MTAX program.

## Professional Accountancy Examinations

Students in the Bachelor of Accountancy program should consult with an accounting faculty advisor about the courses to prepare for the Certified Public Accountant (CPA) Examination, the Certification in Management Accounting

(CMA) Examination, graduate work in fields of study related to accountancy, or specific fields of government employment.

The California State Board of Accountancy permits a student to sit for the CPA Exam when the Bachelor's degree is conferred, but requires the 150 semester hours to complete the entire CPA Exam certification process for license. The California State Board of Accountancy will count any double counted course once as the State Board does not double count units posted to two degrees. That means if a student enrolls in a combined program and completes the full 12 semester hours of allowable double counting for his or her USD degrees, he or she may only have 142 semester hours that could be counted toward the 150 semester hours requirement. Please be aware of this as it will now be possible to complete both degrees as part of the combined program and the student may be up to 8 semester hours short of the 150 required semester hours to become a CPA in California. Each student should verify the requirements in the state for which they wish to be certified.

Undergraduate BACC students interested in meeting the 150 semester hours requirements to become CPAs are strongly encouraged to consider the combined program option. CPA laws in a majority of states have recently been changed to require 150 semester hours of university credit to receive a CPA certificate. Additional information on this requirement is available from most State Boards of Accountancy.

#### **MACC 501 | ETHICS FOR ACCOUNTING PROFESSIONALS**

**Units: 3**

This course will provide students with an opportunity to further develop ethical reasoning skills necessary for accounting professionals. Students will apply these skills to commonly experienced ethical issues in practice, through use of a combination of current ethical events, case studies, class presentations, and written assignments.

#### **MACC 520 | FUNDAMENTALS OF PERSONAL FINANCIAL PLANNING**

**Units: 3 Repeatability: No**

Prerequisites: ACCT 300 and FINA 300

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.

#### **MACC 522 | INVESTMENT PLANNING AND RISK MANAGEMENT**

**Units: 3 Repeatability: No**

Prerequisites: ACCT 300 and FINA 300

This course is designed to provide a sound basis for the analysis of publicly traded securities and for the development and management of an integrated portfolio management strategy. Based on experiential learning, the instructor will combine the most recent investment theory and critical thinking with practical security analysis and portfolio management techniques. Integrated throughout the course will be an important new area of financial analysis, behavioral finance, which has critical implications on investment management activities. Included in the course construct are presentations by distinguished and practicing portfolio managers.

May not receive credit for this course and GSBA 521.

#### **MACC 525 | FINANCIAL STATEMENT ANALYSIS FOR ACCOUNTANTS**

**Units: 3 Repeatability: No**

Prerequisites: ACCT 300 and FINA 300

This course develops a set of core skills essential to financial statement analysis. It covers strategic ratio analysis, cash flow analysis, pro forma financial statements, financial modeling and firm valuation using discounted cash flow and residual income models, with an emphasis on practical applications. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

#### **MACC 530 | INTERNATIONAL FINANCIAL ANALYSIS AND REPORTING**

**Units: 3 Repeatability: No**

Prerequisites: ACCT 300 with a minimum grade of C-

The study of international accounting issues is crucial for effective interpretation and analysis of financial information from companies located around the world. This course adopts a twofold approach. First, the course examines diverse financial reporting practices with an emphasis on the underlying cultural, political, institutional and economic factors. Highlighting a user's perspective, the course then develops a financial statement analysis framework for comparing published financial information of non-U.S. companies. Combining these two approaches will enable students to prepare comparative case analyses based on a country context. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

#### **MACC 531 | APPLIED RESEARCH FOR FINANCIAL ACCOUNTANTS AND AUDITORS**

**Units: 3 Repeatability: No**

Prerequisites: ACCT 300 with a minimum grade of C-

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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

#### **MACC 533 | ACCOUNTING ANALYTICS**

**Units: 3 Repeatability: No**

Prerequisites: ACCT 303

Gain hands on accounting analytics experience working with (1) Excel, Access, and ACL to analyze transaction data and perform 100% population testing test of internal controls, (2) Tableau to analyze transaction data to gain an understanding of the client and to perform a fraud risk assessment, and (3) Python to load and transform data and develop a revenue prediction model that can be used in analytical procedures.

**MACC 535 | NOT-FOR-PROFIT ACCOUNTING****Units: 3 Repeatability: No**

Prerequisites: ACCT 300 with a minimum grade of C-

This class will cover basic nonprofit accounting rules, procedures and best practices. Specifically, to gain insight on the different types of nonprofits based on their funding models and how that impacts financial systems and reporting, understand a basic set of nonprofit financial statements and know the specialized accounting rules that apply, be able to analyze the financial health of an organization using the financials, learn to navigate the form 990 and other compliance requirements, and understand the concept of internal financial controls and management's responsibility in that area.

**MACC 540 | CONTROLLERSHIP AND STRATEGIC COST MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: ACCT 302

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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**MACC 560 | TAX RESEARCH****Units: 3 Repeatability: No**

Prerequisites: ACCT 306

This course examines research methods used for Federal taxation. Topics include ethics, tax research methodology, primary sources of law, secondary sources of law and tax practice. Students will use electronic databases and other library resources to research fact patterns in groups and present their findings to the class. In addition, students are expected to do the necessary background reading and take related tests on the topics studied. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**MACC 561 | PARTNERSHIP TAXATION****Units: 3 Repeatability: No**

Prerequisites: ACCT 407

This course examines tax reporting for non-corporate entities including partnerships, limited liability companies (LLCs) and limited liability partnerships (LLPs) and the taxation of entity owners. Students who complete this course will: (1) understand common partnership, LLC angle terminology, (2) know how and where to research on-corporate tax issues, (3) learn to prepare and review common non-corporate entity tax reports, (4) develop skills in communicating tax issues and answers to clients, (5) understand non-corporate tax planning techniques, (6) understand how to creatively structure transactions consistent with current tax laws and (7) understand how the California Board of Accountancy Ethics requirements apply to taxation issues. Problem based learning (practice problems, cases and examples) will provide the core methods of classroom instruction. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**MACC 562 | ESTATE AND GIFT TAXATION AND PLANNING****Units: 3 Repeatability: No**

Prerequisites: ACCT 306

This course examines the details of three Federal transfer taxes: the estate tax, gift tax and generation skipping tax. Topics will include transfers subject to the gift tax, valuation of gifts, gift tax exclusion, gift splitting, the gross estate, deductions for transfer taxes, life insurance subject to estate tax and the determination and payment of the three taxes. Students will be expected to prepare estate and gift tax returns, research issues related to these transfer taxes and present topics to the class. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**MACC 563 | STATE AND LOCAL TAXATION****Units: 3**

Prerequisites: ACCT 306

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.

**MACC 564 | ADVANCED CORPORATE TAXATION****Units: 3 Repeatability: No**

Prerequisites: ACCT 407 with a minimum grade of C-

This course uses case studies to review corporate formations, corporate operations, corporate distributions, and S corporations. Following this review, the course examines advanced topics, including consolidated tax returns, corporate reorganizations, net operating loss limitations, and financial statement tax provisions. Students will learn the supporting law for these topics as well as practical applications similar to situations encountered within public and private corporations and within public accounting firms tax departments. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**MACC 565 | TAXATION POLICIES AND PROCEDURES****Units: 3 Repeatability: No**

Prerequisites: ACCT 306

The world of tax procedure touches on nearly every financial and business transaction that a CPA or an accountant would encounter. Most taxpayers will instinctively turn to their accountant or CPA whenever issues about procedure arise for an explanation and for guidance. As such it is critical for CPAs and accountants to understand not only the substantive tax law also but how a typical tax dispute is resolved through federal tax procedure. This course will help CPA's and accountants navigate just that, as this course covers the procedural aspects of dealings between taxpayers and the Internal Revenue Service, the IRS Office of Professional Responsibility, the IRS Chief Counsel's Office and the Department of Justice Tax Division. CPAs and accountants in general must have comprehensive knowledge of federal tax procedure in order to competently guide their clients in this respective field.

**MACC 580 | INTERNATIONAL ACCOUNTING ISSUES****Units: 3 Repeatability: No**

Prerequisites: ACCT 300

Corequisites: MACC 581

The study of international accounting issues is crucial for effective interpretation and analysis of financial information from companies located around the world. This course examines diverse financial reporting practices with an emphasis on the underlying cultural, political, institutional, and economic factors. This course also studies business operations of multinational corporations, including foreign currency translation, transfer pricing and taxes. Note: MACC 580 and MACC 581 must be taken concurrently.



**MACC 581 | EUROPEAN ACCOUNTING BUSINESS ENVIRONMENTS****Units: 3 Repeatability: No**

Prerequisites: ACCT 300

Corequisites: MACC 580

The primary goal of the course is to immerse students in the European Accounting 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 European companies, following the local press, discussing actual business cases, and classroom experiences. In addition, the students will study the differences and similarities of management systems in Western Europe as well as other parts of the world. The course prepares business professionals to recognize the different values and cultural factors that are encountered in the international business community and how these shape and determine appropriate behavior. Note: MACC 580 and MACC 581 must be taken concurrently.

**MACC 594 | SPECIAL TOPICS****Units: 1-6 Repeatability: Yes (Can be repeated for Credit)**

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.

**MACC 598 | PROFESSIONAL ACCOUNTANCY INTERNSHIP****Units: 3 Repeatability: No**

Applied learning experience working for a business, government, or nonprofit organization in an accounting related position. Grading is Pass/Fail.

**MACC 599 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Special or independent study usually involving empirical research and written reports.

## 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 mid- to upper-level tax. Further the program provides students with leadership, communication, interpersonal and ethical skills for supervisory-level positions.

This is a companion program to the Master of Science in Accountancy (MACC) program. All interested students should review the admission process and prerequisite requirements that are discussed under the MACC program. Those processes and prerequisites are also applicable to the MTAX program. In general, students applying to the MTAX program should already have completed an undergraduate degree in accountancy or its equivalent. Individuals without this background may still apply to the program, but will need to complete extended program requirements. Since all courses are offered at night over five week or ten week term, 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.

Applicants can only be admitted to MACC/MTAX programs with the BACC equivalency. The only exceptions to this rule are current USD undergraduate students pursuing the Bachelor of Accountancy Degree.

As with the MACC program, students currently enrolled in the BACC program at USD can complete the BACC and MTAX in a combined program format. The admission process is identical to those required by the BACC and MACC combined program and prospective students should review the next section of this course catalog for those requirements.

For more information about the MTAX program contact the Graduate Accountancy Programs office at [acctinst@sandiego.edu](mailto:acctinst@sandiego.edu) (<https://catalogs.sandiego.edu/graduate/colleges-schools/business-administration/accountancy-programs/taxation/acctinst@sandiego.edu>).

## MTAX Program Requirements

The MTAX program is a 30 semester hours program for those with an undergraduate accounting degree. Additional prerequisite requirements for those without an undergraduate accounting degree are shown under the MACC program. In addition to the prerequisites shown under the MACC program, all MTAX degree applicants will need to have already completed:

Code	Title	Units
ACCT 306	Federal Tax Accounting I	3
ACCT 407	Federal Tax Accounting II (or their equivalents, as prerequisites to the program.)	3

**MTAX Course Requirements (30 Semester Units):**

Required Courses (18 semester units):

The following six courses are required:

MACC 560	Tax Research	3
MACC 561	Partnership Taxation	3
MACC 562	Estate and Gift Taxation and Planning	3
MACC 563	State and Local Taxation	3
MACC 564	Advanced Corporate Taxation	3
MACC 565	Taxation Policies and Procedures	3
Electives		12

### Elective Courses

The remaining four courses (12 semester hours) are electives and only MACC prefixed courses may be taken as an elective, in consultation with the Academic Director. These can include MACC 598 Professional Accountancy 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 Accounting Experience (MACC 580 and MACC 581)

MTAX students may participate in a six semester hours International Accounting Issues and European Accounting Business Environment program in Europe.

The primary goal of the two courses, taken concurrently, 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 Europe. 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 [www.sandiego.edu](http://www.sandiego.edu) (<http://www.sandiego.edu>) and search 'MACC Study Abroad opportunities'.

## Admission Process for the MTAX Program

All interested students should review the admission and prerequisite requirements that are discussed under the MACC program, including the pre-program for international students.

1. Complete the Master of Science in Taxation online application, including the \$125 application fee.
2. Resume
3. Personal statement
4. Two professional letters of recommendation
5. College/University Transcripts. Transcript evaluation required for international applicants.
6. GMAT with a minimum score of 550
7. TOEFL score of 92 or IELTS score of 7 for international applicants
8. Overall GPA of 3.0 and accounting GPA of 3.0

## BACC/MACC or BACC/MTAX Combined Programs

The BACC/MACC or BACC/MTAX combined programs are 154 semester hours program consisting of the 124 semester hours requirements for a Bachelor of Accountancy degree (see the Undergraduate Course Catalog) and the 30 semester hours requirements for either the MACC or MTAX degrees. Students interested in either combined program should review the MACC or MTAX program requirements discussed above.

The combined programs allow current USD undergraduate students to combine their BACC program with either the MACC or the MTAX program. The combined programs allow students to begin their graduate programs early while they are still completing their BACC program. The actual program requirements for the undergraduate or graduate program are unchanged from those described under the individual programs. BACC students admitted to the MACC or MTAX combined programs may begin taking graduate program coursework after completion of ACCT 300 and a minimum of one additional upper-division undergraduate accounting course. The combined program allows students to complete both their BACC and either the MACC or MTAX degrees in approximately four and one half to five years on a full-time basis.

Students may enroll in BACC/MACC or BACC/MTAX Combined Programs. Students in these combined programs may receive up to 12 semester hours of credit to double count toward both the BACC undergraduate and MACC/MTAX graduate degrees. This double counting process is only applicable to student in a combined program. If student should graduate with a BACC degree only (without having been admitted to the BACC/MACC or BACC/MTAX combined program) and return later for a MACC/MTAX degree then the student will not be able to retroactively double count these courses and would need to complete 30 semester hours to earn the MACC/MTAX degree.

There are specific allowable double counting courses, which are offered only in the Fall or Spring semester, and listed in the Accountancy major section in the Undergraduate Catalog. Courses that may double count are ACCT 425/MACC 525, ACCT 430/MACC 530, ACCT 431/MACC 531, ACCT 433/MACC 533, ACCT 435/MACC 535, ACCT 440/MACC 540, ACCT 460/MACC 560, ACCT 461/MACC 561, ACCT 462/MACC 562, and ACCT 464/MACC 564. Double counted courses will count only as general electives for the bachelor's degree. Prerequisites must be met in order to take these courses. Permission to register for these specific cross-listed courses as a BACC only student must be approved by the Academic Director of Graduate Accountancy Programs.

Only students who are currently enrolled in the BACC degree program at USD are eligible for admission to a combined program. Admitted students will likely

enroll in daytime undergraduate courses and evening MACC or MTAX courses so that both degrees can be completed on a full-time basis in the shortest possible time frame.

BACC students accepted into the combined program should consult with the Academic Director and the university's financial aid office to ensure they enroll in the appropriate mix of undergraduate or graduate courses each semester prior to completing their BACC requirements so that they will maximize their availability of financial aid.

## Admission Process for the BACC/MACC or BACC/MTAX Combined Program

To be considered for admission into the Combined Program, a student must meet the criteria listed below:

1. Declared USD Bachelor of Accountancy major only
2. Completion of a minimum ACCT 300 and one additional upper-division undergraduate Accountancy course
3. Completion of a minimum of 60 undergraduate semester hours applicable toward their BACC
4. A 3.0 GPA overall
5. A 3.0 GPA in all upper-division accountancy courses

Students must complete the following for admission to the combined BACC/MACC or BACC/MTAX degree programs:

1. Complete the Master of Science in Accountancy or Master of Science in Taxation online application
2. Resume
3. Personal statement
4. Two professional letters of recommendation
5. University transcripts
6. GMAT will be waived for current USD students

## 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. Students will receive their BACC degree upon completion of the requirements of that degree program.
3. Students who have received admittance in the combined program must complete their remaining MACC or MTAX degree requirements within five years of completing their BACC degree or must reapply to the MACC or MTAX program.

## Professional Accountancy Examinations

Students in the Bachelor of Accountancy program should consult with an accounting faculty advisor about the courses to prepare for the Certified Public Accountant (CPA) Examination, the Certification in Management Accounting (CMA) Examination, graduate work in fields of study related to accountancy, or specific fields of government employment.

The California State Board of Accountancy permits a student to sit for the CPA Exam when the Bachelor's degree is conferred, but requires 150 semester hours to complete the entire CPA Exam certification process for license. The California State Board of Accountancy will count any double counted grade once as the State Board does not double count units posted to two degrees. That means if a student enrolls in a combined program and completes the full 12 semester hours of allowable double counting for his or her USD degrees, he or she may only have 142 semester hours that could be counted toward the 150 semester hours requirement. Please be aware of this as it will now be possible to complete both degrees as part of the combined program and the student may be up to 8 semester hours short of the 150 required semester hours to become a CPA in California. Each student should verify the requirements in the state for which they wish to be certified.

Undergraduate BACC students interested in meeting the 150 semester hours requirements to become a CPA are strongly encouraged to consider the combined program option. CPA laws in a majority of states have recently been changed to require 150 semester hours of university credit to receive a CPA certificate. Additional information on this requirement is available from most State Boards of Accountancy.

### **MACC 501 | ETHICS FOR ACCOUNTING PROFESSIONALS**

#### **Units: 3**

This course will provide students with an opportunity to further develop ethical reasoning skills necessary for accounting professionals. Students will apply these skills to commonly experienced ethical issues in practice, through use of a combination of current ethical events, case studies, class presentations, and written assignments.

### **MACC 520 | FUNDAMENTALS OF PERSONAL FINANCIAL PLANNING**

#### **Units: 3 Repeatability: No**

Prerequisites: ACCT 300 and FINA 300

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.

### **MACC 522 | INVESTMENT PLANNING AND RISK MANAGEMENT**

#### **Units: 3 Repeatability: No**

Prerequisites: ACCT 300 and FINA 300

This course is designed to provide a sound basis for the analysis of publicly traded securities and for the development and management of an integrated portfolio management strategy. Based on experiential learning, the instructor will combine the most recent investment theory and critical thinking with practical security analysis and portfolio management techniques. Integrated throughout the course will be an important new area of financial analysis, behavioral finance, which has critical implications on investment management activities. Included in the course construct are presentations by distinguished and practicing portfolio managers. May not receive credit for this course and GSBA 521.

### **MACC 525 | FINANCIAL STATEMENT ANALYSIS FOR ACCOUNTANTS**

#### **Units: 3 Repeatability: No**

Prerequisites: ACCT 300 and FINA 300

This course develops a set of core skills essential to financial statement analysis. It covers strategic ratio analysis, cash flow analysis, pro forma financial statements, financial modeling and firm valuation using discounted cash flow and residual income models, with an emphasis on practical applications. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

### **MACC 530 | INTERNATIONAL FINANCIAL ANALYSIS AND REPORTING**

#### **Units: 3 Repeatability: No**

Prerequisites: ACCT 300 with a minimum grade of C-

The study of international accounting issues is crucial for effective interpretation and analysis of financial information from companies located around the world. This course adopts a twofold approach. First, the course examines diverse financial reporting practices with an emphasis on the underlying cultural, political, institutional and economic factors. Highlighting a user's perspective, the course then develops a financial statement analysis framework for comparing published financial information of non-U.S. companies. Combining these two approaches will enable students to prepare comparative case analyses based on a country context. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

### **MACC 531 | APPLIED RESEARCH FOR FINANCIAL ACCOUNTANTS AND AUDITORS**

#### **Units: 3 Repeatability: No**

Prerequisites: ACCT 300 with a minimum grade of C-

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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

### **MACC 533 | ACCOUNTING ANALYTICS**

#### **Units: 3 Repeatability: No**

Prerequisites: ACCT 303

Gain hands on accounting analytics experience working with (1) Excel, Access, and ACL to analyze transaction data and perform 100% population testing test of internal controls, (2) Tableau to analyze transaction data to gain an understanding of the client and to perform a fraud risk assessment, and (3) Python to load and transform data and develop a revenue prediction model that can be used in analytical procedures.

### **MACC 535 | NOT-FOR-PROFIT ACCOUNTING**

#### **Units: 3 Repeatability: No**

Prerequisites: ACCT 300 with a minimum grade of C-

This class will cover basic nonprofit accounting rules, procedures and best practices. Specifically, to gain insight on the different types of nonprofits based on their funding models and how that impacts financial systems and reporting, understand a basic set of nonprofit financial statements and know the specialized accounting rules that apply, be able to analyze the financial health of an organization using the financials, learn to navigate the form 990 and other compliance requirements, and understand the concept of internal financial controls and management's responsibility in that area.

**MACC 540 | CONTROLLERSHIP AND STRATEGIC COST MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: ACCT 302

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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**MACC 560 | TAX RESEARCH****Units: 3 Repeatability: No**

Prerequisites: ACCT 306

This course examines research methods used for Federal taxation. Topics include ethics, tax research methodology, primary sources of law, secondary sources of law and tax practice. Students will use electronic databases and other library resources to research fact patterns in groups and present their findings to the class. In addition, students are expected to do the necessary background reading and take related tests on the topics studied. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**MACC 561 | PARTNERSHIP TAXATION****Units: 3 Repeatability: No**

Prerequisites: ACCT 407

This course examines tax reporting for non-corporate entities including partnerships, limited liability companies (LLCs) and limited liability partnerships (LLPs) and the taxation of entity owners. Students who complete this course will: (1) understand common partnership, LLC angle terminology, (2) know how and where to research on-corporate tax issues, (3) learn to prepare and review common non-corporate entity tax reports, (4) develop skills in communicating tax issues and answers to clients, (5) understand non-corporate tax planning techniques, (6) understand how to creatively structure transactions consistent with current tax laws and (7) understand how the California Board of Accountancy Ethics requirements apply to taxation issues. Problem based learning (practice problems, cases and examples) will provide the core methods of classroom instruction. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**MACC 562 | ESTATE AND GIFT TAXATION AND PLANNING****Units: 3 Repeatability: No**

Prerequisites: ACCT 306

This course examines the details of three Federal transfer taxes: the estate tax, gift tax and generation skipping tax. Topics will include transfers subject to the gift tax, valuation of gifts, gift tax exclusion, gift splitting, the gross estate, deductions for transfer taxes, life insurance subject to estate tax and the determination and payment of the three taxes. Students will be expected to prepare estate and gift tax returns, research issues related to these transfer taxes and present topics to the class. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**MACC 563 | STATE AND LOCAL TAXATION****Units: 3**

Prerequisites: ACCT 306

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.

**MACC 564 | ADVANCED CORPORATE TAXATION****Units: 3 Repeatability: No**

Prerequisites: ACCT 407 with a minimum grade of C-

This course uses case studies to review corporate formations, corporate operations, corporate distributions, and S corporations. Following this review, the course examines advanced topics, including consolidated tax returns, corporate reorganizations, net operating loss limitations, and financial statement tax provisions. Students will learn the supporting law for these topics as well as practical applications similar to situations encountered within public and private corporations and within public accounting firms tax departments. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**MACC 565 | TAXATION POLICIES AND PROCEDURES****Units: 3 Repeatability: No**

Prerequisites: ACCT 306

The world of tax procedure touches on nearly every financial and business transaction that a CPA or an accountant would encounter. Most taxpayers will instinctively turn to their accountant or CPA whenever issues about procedure arise for an explanation and for guidance. As such it is critical for CPAs and accountants to understand not only the substantive tax law also but how a typical tax dispute is resolved through federal tax procedure. This course will help CPA's and accountants navigate just that, as this course covers the procedural aspects of dealings between taxpayers and the Internal Revenue Service, the IRS Office of Professional Responsibility, the IRS Chief Counsel's Office and the Department of Justice Tax Division. CPAs and accountants in general must have comprehensive knowledge of federal tax procedure in order to competently guide their clients in this respective field.

**MACC 580 | INTERNATIONAL ACCOUNTING ISSUES****Units: 3 Repeatability: No**

Prerequisites: ACCT 300

Corequisites: MACC 581

The study of international accounting issues is crucial for effective interpretation and analysis of financial information from companies located around the world. This course examines diverse financial reporting practices with an emphasis on the underlying cultural, political, institutional, and economic factors. This course also studies business operations of multinational corporations, including foreign currency translation, transfer pricing and taxes. Note: MACC 580 and MACC 581 must be taken concurrently.



**MACC 581 | EUROPEAN ACCOUNTING BUSINESS ENVIRONMENTS****Units: 3 Repeatability: No**

Prerequisites: ACCT 300

Corequisites: MACC 580

The primary goal of the course is to immerse students in the European Accounting 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 European companies, following the local press, discussing actual business cases, and classroom experiences. In addition, the students will study the differences and similarities of management systems in Western Europe as well as other parts of the world. The course prepares business professionals to recognize the different values and cultural factors that are encountered in the international business community and how these shape and determine appropriate behavior. Note: MACC 580 and MACC 581 must be taken concurrently.

**MACC 594 | SPECIAL TOPICS****Units: 1-6 Repeatability: Yes (Can be repeated for Credit)**

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.

**MACC 598 | PROFESSIONAL ACCOUNTANCY INTERNSHIP****Units: 3 Repeatability: No**

Applied learning experience working for a business, government, or nonprofit organization in an accounting related position. Grading is Pass/Fail.

**MACC 599 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Special or independent study usually involving empirical research and written reports.

## Master of Business Administration

The School of Business has been a leader in offering relevant, personalized management education for over 45 years. USD's business programs are professionally accredited by AACSB International—The Association for the Advancement of Collegiate Schools of Business at both the graduate and undergraduate levels. At USD, there are several graduate business programs to choose from, the largest being the Master of Business Administration (MBA) program. The MBA program is offered in a two-year, full-time format and a flexible part-time format.

The Full-Time MBA is a two-year, cohort-based program committed to developing responsible leaders who will make a positive impact in the global business environment. The Full-Time MBA provides students with the professional skills they need to succeed in the global marketplace. The Full-Time MBA starts in early August each year.

The Part-time MBA program is designed for working professionals by offering evening, weekend and hybrid classes year-round. The flexible schedule allows for program completion in 2-3 years while attending courses on a part-time basis. The Part-time MBA follows the same curriculum as the Full-Time MBA program, starts in both the Fall (evening format) and Spring (hybrid format) semesters.

Students in all of our MBA programs are offered varied elective offerings, career and professional development opportunities, socially responsible leadership development programs and study abroad programs creating a variety of innovative learning opportunities.

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

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

Both MBA programs begin one to three weeks prior to the university semester calendar to allow for completion of orientation activities and preterm coursework.

In addition to the regular Full-Time MBA and Part-time MBA programs, the School of Business offers a number of USD dual degree programs and some international dual degree programs. See the MBA Dual Degrees section for additional information.

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

### Additional Admission Requirements

See the Admission page for basic admission requirements.

Entrance Semesters	Full-time MBA: Fall
	Evening MBA: Fall, Spring
Application Deadline	Fall: Nov. 1, Jan. 15, Mar. 1, May 1
	Spring: Oct. 1, Dec. 1
	Applications will be considered after these deadlines on a space-available basis
Minimum Grade Point Average	3.0 (4.0 scale)
Standardized Admission Test	GMAT
	IELTS or TOEFL - International applicants only (minimum IELTS score of 7.0 or TOEFL score of 92/237/580 required)
Required Coursework	No specific undergraduate coursework required
Required Licenses/Creditentials	None
Additional Requirement for MBA	Two professional 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).

## Requirements for the MBA Degree: Full-time MBA

Prerequisites are indicated in parentheses. Degree requirements include coursework, applied projects, international experiences and career/professional development-oriented activities. All full-time MBA students are strongly encouraged to take GSBA 593 International Consulting Project and/or GSBA 595 Business Consulting Project as an elective.

Code	Title	Units
<b>Leadership Development (3 units)</b>		
GSBA 515	Leading Multicultural Teams and Organizations	
	Leadership Labs	
	Career and Professional Development Course	
<b>Business Function Core (13 units)</b>		
GSBA 504	Marketing for Global Managers	
GSBA 505	Financial Management and Analysis	
GSBA 506	Operations and Global Supply Chain Management	
GSBA 510	Financial Accounting and Statement Analysis	
GSBA 518	Economics in a Global Environment	
<b>Corporate Social Responsibility, Sustainability and Ethics (6 units and co-curricular requirements)</b>		
GSBA 508	Law, Policy and Ethics in Global Business	
GSBA 517	Sustainable Business Model Innovation and Design	
	Elective in CSR/Sustainability/Ethics Area (2 units)	
	Two business related community service activities (12 - 15 hours)	
<b>Integrated Problem Solving (9)</b>		
GSBA 500	Strategy for the Entrepreneurial Manager	
GSBA 502	Statistics and Analytics for Decision Making	
GSBA 503	Problem Formulation and Decision Analysis	
GSBA 590	Agile Strategies	
<b>Program Electives (22)</b>		
	Electives	

There are a wide variety of elective courses available. Students may earn a concentration by focusing their elective courses in a particular area of expertise. A maximum of 6 units may be chosen from the School of Law or other relevant USD graduate program. For courses outside the MBA program, permission must be obtained from the MBA advisor. See the appropriate section of this course catalog or the School of Law Course Catalog for information about course offerings outside the School of Business. Prerequisites for all elective courses must be observed.

Courses Abroad: Electives (as well as the international courses) can be taken through short-term study abroad programs or a semester exchange at one of our partner universities.

## Requirements for the MBA Degree: Part-time MBA

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

Code	Title	Units
<b>Leadership Development (3 units)</b>		
GSBA 515	Leading Multicultural Teams and Organizations	
	Leadership Labs	

Business Function Core (13 units)		
GSBA 504	Marketing for Global Managers	
GSBA 505	Financial Management and Analysis	
GSBA 506	Operations and Global Supply Chain Management	
GSBA 510	Financial Accounting and Statement Analysis	
GSBA 518	Economics in a Global Environment	
Corporate Social Responsibility, Sustainability and Ethics (6 units and co-curricular requirements)		
GSBA 508	Law, Policy and Ethics in Global Business	
GSBA 517	Sustainable Business Model Innovation and Design	
Elective in CSR/Sustainability/Ethics Area (2 units)		
Two business related community service activities (12-15 hours)		
Integrated Problem Solving (9 units)		
GSBA 500	Strategy for the Entrepreneurial Manager	
GSBA 502	Statistics and Analytics for Decision Making	
GSBA 503	Problem Formulation and Decision Analysis	
GSBA 590	Agile Strategies	
Program Electives (22)		
Electives		

There are a wide variety of elective courses offered on campus and abroad each year. Students may also select a concentration by focusing electives in particular area of expertise. A maximum of 6 units may be chosen from the School of Law or other relevant USD graduate program. For courses outside the MBA program, permission must also be obtained from the MBA advisor. See the appropriate section of this course catalog or the School of Law Course Catalog for information about course offerings outside the School of Business. Prerequisites for all elective courses must be observed.

Courses Abroad: The MBA program offers a variety of short-term study abroad courses each year that may be used to fulfill MBA requirements. Courses can also be taken at one of our partner universities for a semester study abroad experience.

## MBA Dual Degree Programs

### MBA/MSBA Dual Degree Program

The Master of Business Administration/Master of Science in Business Analytics (MSBA) dual degree program allows students to obtain an MBA and MSBA degree in two years by completing specific prescribed courses for a total of 73 units. Students benefit from both business and analytics courses and will receive two diplomas upon completion of all coursework. Students must apply to and be accepted into both programs and they must begin with the MBA program to participate in the dual degree option.

The MBA program will accept the following 14-units of MSBA coursework to fulfill MBA elective units. MSBA 507 Data for Social Good also satisfies the the MBA requirement that students take at least 2-units of electives in the CSR area.

Code	Title	Units
MSBA 502	Analytics Programming I	3
MSBA 503	Analytics Programming II	2
MSBA 504	Data Management	2
MSBA 506	Prescriptive Analytics	2
MSBA 507	Data for Social Good	2
MSBA 511	Data Mining for Business Analytics	3

In addition, the MSBA program will waive the MSBA 509 Professional Seminar for students who have completed the Career and Professional Development course

in the MBA program and accept the following courses in transfer from the MBA program to fulfill MSBA requirements.

Code	Title	Units
GSBA 500	Strategy for the Entrepreneurial Manager (for MSBA 508 Technical Communications)	2
GSBA 552	Marketing Analytics (for MSBA 534 Marketing Analytics)	3

Students must fulfill all other degree requirements for each degree.

### MBA/MSF Dual Degree Program

The Master of Business Administration/Master of Science in Finance (MSF) dual degree program allows students to obtain an MBA and MSF degree in two years by completing specific prescribed courses for a total of 66 units. Students benefit from both business and finance courses and will receive two diplomas upon completion of all coursework. Students must apply to and be accepted into both programs and they must begin with the MBA program to participate in the dual degree option.

The MBA program will accept the following 14 units in transfer from the MSF program to fulfill MBA elective units.

Code	Title	Units
MFIN 503	Fixed Income	2
MFIN 504	Derivatives	2
MFIN 506	Portfolio Management	1
MFIN 509	Alternative Investments	1
MFIN 511	Advanced Financial Reporting and Analysis	3
MFIN 512	Equity Valuation and Modeling	3
MFIN 513	Advanced Portfolio Management	2

In addition, the MSF program will accept the following courses in transfer from the MBA program to fulfill MSF requirements.

Code	Title	Units
GSBA 502	Statistics and Analytics for Decision Making (for MFIN 501 Quantitative Methods)	2
GSBA 505	Financial Management and Analysis (for MFIN 508 Corporate Finance)	3
GSBA 510	Financial Accounting and Statement Analysis (for MFIN 507 Financial Reporting and Analysis)	3
GSBA 518	Economics in a Global Environment (for MFIN 502 Economics for Finance)	3

Students must fulfill all other degree requirements for each degree.

### MBA/MSRE Dual Degree Program

The Master of Business Administration/Master of Science in Real Estate (MSRE) dual degree program allows students to obtain an MBA and MSRE degree in a minimum of two years by completing specific prescribed courses for a total of 74 units. 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.

The MBA program will accept the following 14-units of MSRE coursework to fulfill MBA elective units. MSRE 517 Sustainable Real Estate also satisfies the the MBA requirement that students take at least 2-units of electives in the CSR area. Students must fulfill all other degree requirements for each degree.

Code	Title	Units
MSRE 503	Commercial Real Estate Finance and Investment	3
MSRE 507	Real Estate Development	3
MSRE 509	Commercial Real Estate Capital Markets	3
MSRE 513	Real Estate Market Analysis	3
MSRE 517	Sustainable Real Estate	3

### *MBA/MSSCM Dual Degree Program*

The Master of Business Administration/Master of Science in Supply Chain Management (MSSCM) dual degree program allows students to obtain both an MBA and MSSCM degree in two to three years by completing specific prescribed courses for a total of 70 units. Students benefit from both business and supply chain courses and will receive two diplomas upon completion of all coursework. Students who wish to complete the dual degree program may begin with either program. The course sequence will depend upon which program they begin first.

The MBA program will accept the following 14-units of MSSCM coursework to fulfill MBA elective units. MSCM 514 Global Sustainable Supply Chain Management also satisfies the the MBA requirement that students take at least 2-units of electives in the CSR area.

Code	Title	Units
MSCM 501	Supply Chain Strategy and Design	3
MSCM 503	Supply Management	3
MSCM 504	Operations Management	3
MSCM 512	Strategic Cost Management	3
MSCM 514	Sustainable Global Supply Chain Management	2

In addition, the MSSCM program will accept the following courses in transfer from the MBA program to fulfill MSSCM requirements.

Code	Title	Units
GSBA 505	Financial Management and Analysis (for MSCM 511 Finance and Risk Management)	3
GSBA 512	Negotiations (for MSCM 505 International Negotiations)	3
GSBA 515	Leading Multicultural Teams and Organizations (for MSCM 507 Leadership and Change Management)	3

Students must fulfill all other degree requirements for each degree.

### *MBA/JD Dual Degree Program*

The School of Business offers a dual degree program in conjunction with the School of Law. This dual degree offers the concurrent pursuit of a JD degree along with an MBA. Since these programs allow the concurrent pursuit of two degrees, with six units of JD coursework transferred in to fulfill MBA electives and six units of MBA coursework transferred to meet JD requirements, students can generally save one semester of time and expense. As graduate credits may not be transferred to the law school until completion of the entire first year of law study is completed, students generally begin the dual degree program in their second year of law school. Students interested in the dual degree program must apply to and be accepted by both schools.

## *International Dual Degree Programs*

Graduate business students at the University of San Diego have the opportunity to enroll in a Dual Degree Program with the Tecnológico de Monterrey (Tec)

in Mexico or WHU, Otto Beisheim School of Management in Germany. As dual degree candidates, students complete one year of coursework at USD and one year at one of the partner institutions to complete two masters degrees in approximately two years of full-time study. Students may start at either USD or one of our international dual degree partner institutions. Students who start at USD will receive an MBA from USD along with an MBA or MS in Finance from Tecnológico de Monterrey or an MBA from WHU.

Students in an international dual degree program must complete all USD MBA program requirements by taking coursework at either USD or the partner institution and are required to take a minimum of 30 semester units at USD.

### *Tecnológico de Monterrey (Tec)*

The Tec system includes several campuses across Mexico as well as a Virtual University, which provides cutting-edge, distance education throughout the Americas. The Monterrey Campus has been consistently ranked as one of the top MBA programs in Latin America and the world (America 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.

## *Concentrations*

MBA students may focus their elective options in a particular area to earn a concentration by meeting the requirements indicated below. If a student wants to pursue more than one concentration, a maximum of one course may be counted towards two concentrations. Students must observe all prerequisites as listed in the course descriptions. Courses taken towards a concentration also fulfill MBA elective units.

### *Business Analytics Concentration*

The Business Analytics concentration helps students develop applied analytical skills in order to make relevant and informed data-driven business decisions.



Business analytics is a growing field and business professionals are increasingly asked to use data to make informed decisions. Completion of this concentration will equip students with analytical and business skills that can be applied to many functional business roles. Additionally, this concentration will provide students with a competitive edge when applying for jobs.

The concentration has 12 units of required courses (4, 3-unit courses), which will emphasize both skills and applications.

#### Required Courses

Code	Title	Units
GSBA 575	Database Foundations and Interactive Database Visualization	3
GSBA 576	Big Data & Business Analytics	3
GSBA 577	Business Analytics & Digitization	3

Select at least three units of the following:

Code	Title	Units
GSBA 528	Business Cycles and Forecasting	3
GSBA 552	Marketing Analytics	3

### *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:

Code	Title	Units
GSBA 513	Corporate Governance and Values	2
GSBA 531	Business Leadership and Spirituality	2
GSBA 534	Values, Ethics and Corporate Culture	3
GSBA 538	Torero Ventures Lab	4
GSBA 563	Sustainable Global Supply Chain Management	2
GSBA 581	Global Entrepreneurship for Social Change	2
GSBA 583	Business and Social Innovation	2
GSBA 584	Microfinance and Wealth Creation	3
GSBA 594	Special Topics (Models of Participatory Leadership)	3
GSBA 594	Special Topics (Special Topics in Corporate Social Responsibility and Sustainable Enterprises)	1-3

### *Entrepreneurship Concentration*

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

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

Code	Title	Units
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#### Required Courses

GSBA 524	Entrepreneurial Finance	3
GSBA 537	Entrepreneurship	3
Select at least 6 units of the following:		6
GSBA 511	Managerial Accounting	
GSBA 528	Business Cycles and Forecasting	
GSBA 530	Human Resources Management	
GSBA 533	Organization Change and Design	
GSBA 538	Torero Ventures Lab	
GSBA 540	Taxes in Business Decisions	
GSBA 541	Negotiations for Entrepreneurial Ventures	
GSBA 556	New Product Development	
GSBA 580	Global Innovation	
GSBA 581	Global Entrepreneurship for Social Change	
GSBA 594	Special Topics (in Entrepreneurship)	

### *Finance Concentration*

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

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

Code	Title	Units
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#### Required Courses

GSBA 520	Advanced Corporate Finance	3
GSBA 521	Investments	3
Select at least six units of the following:		6
GSBA 522	Advanced Seminar in Finance and Investments	
GSBA 523	International Financial Management	
GSBA 524	Entrepreneurial Finance	
GSBA 525	Commercial Real Estate Finance and Investment	
GSBA 527	Financial Statement Analysis	
GSBA 528	Business Cycles and Forecasting	
GSBA 541	Negotiations for Entrepreneurial Ventures	
GSBA 594	Special Topics (in Finance)	

### *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.

Code	Title	Units
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#### Required Courses

GSBA 523	International Financial Management	3
GSBA 532	International Comparative Management	2
GSBA 593	International Consulting Project	3
Select at least four units of the following:		4

GSBA 553	Seminar in Global Marketing
GSBA 563	Sustainable Global Supply Chain Management
GSBA 580	Global Innovation
GSBA 581	Global Entrepreneurship for Social Change
GSBA 582	Advanced International Business Negotiations
GSBA 583	Business and Social Innovation
GSBA 584	Microfinance and Wealth Creation
GSBA 585	Business Environment of Asia and The Pacific Rim
GSBA 586	Europe in the Global Economy
GSBA 587	Latin American Business Environment
GSBA 594	Special Topics (in International Business)

### 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:

Code	Title	Units
GSBA 512	Negotiations	3
GSBA 530	Human Resources Management	2
GSBA 531	Business Leadership and Spirituality	2
GSBA 532	International Comparative Management	2
GSBA 533	Organization Change and Design	3
GSBA 534	Values, Ethics and Corporate Culture	3
GSBA 535	Interpersonal and group Dynamics	3
GSBA 536	Current Topics in Management Consulting	2
GSBA 537	Entrepreneurship	3
GSBA 538	Torero Ventures Lab	4
GSBA 539	Power and Politics	3
GSBA 541	Negotiations for Entrepreneurial Ventures	2
GSBA 581	Global Entrepreneurship for Social Change	2
GSBA 582	Advanced International Business Negotiations	2
GSBA 583	Business and Social Innovation	2
GSBA 594	Special Topics (Models of Participatory Leadership)	3
GSBA 594	Special Topics (in Managerial Leadership)	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.

Code	Title	Units
<b>Required Courses</b>		
GSBA 550	Marketing Research	3
Select at least nine units of the following:		9
GSBA 551	Seminar in Consumer Behavior	

GSBA 553	Seminar in Global Marketing
GSBA 552	Marketing Analytics
GSBA 554	Strategic Marketing
GSBA 555	Brand Management
GSBA 556	New Product Development
GSBA 558	High Technology Marketing
GSBA 557	Social Media Marketing
GSBA 594	Special Topics (in Marketing)

### 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.

Code	Title	Units
<b>Required Courses</b>		
GSBA 511	Managerial Accounting	2
GSBA 560	Supply Chain Strategy and Design	3
Select at least 7 units of the following:		7
GSBA 512	Negotiations	
GSBA 528	Business Cycles and Forecasting	
GSBA 561	Global Purchasing and Supply Management	
GSBA 562	Strategic Cost Management	
GSBA 563	Sustainable Global Supply Chain Management	
GSBA 594	Special Topics (in Supply Chain Management)	

### GSBA 500 | STRATEGY FOR THE ENTREPRENEURIAL MANAGER Units: 2 Repeatability: No

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 strategy concepts and models such as industry environment analysis, internal analysis of resources and competences, business-level strategies, business growth issues and its relationship to organizational performance. The intent is to provide students with a comprehensive perspective of how organizational infrastructure impacts competitiveness. Teaching methods may include case studies, simulations, projects, and field-work. This course is to be taken in the first term of the MBA program.

**GSBA 502 | STATISTICS AND ANALYTICS FOR DECISION MAKING****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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.

**GSBA 503 | PROBLEM FORMULATION AND DECISION ANALYSIS****Units: 2**

Prerequisites: GSBA 502 with a minimum grade of C-

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.

**GSBA 504 | MARKETING FOR GLOBAL MANAGERS****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C- (Can be taken Concurrently)

This course examines the key elements of marketing and the economic concepts that underlie them. Topics include understanding the competitive structure of industries, product differentiation, branding, pricing, promotion and distribution. Common business processes and business skills practiced are developing and positioning a product, choice of distribution channels, promotional techniques, demand estimation, pricing decisions and developing marketing strategy.

**GSBA 505 | FINANCIAL MANAGEMENT AND ANALYSIS****Units: 3**

Prerequisites: GSBA 502 with a minimum grade of C- and GSBA 510 with a minimum grade of C-

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.

**GSBA 506 | OPERATIONS AND GLOBAL SUPPLY CHAIN MANAGEMENT****Units: 2 Repeatability: No**

Prerequisites: GSBA 503 with a minimum grade of C-

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.

**GSBA 508 | LAW, POLICY AND ETHICS IN GLOBAL BUSINESS****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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

**GSBA 510 | FINANCIAL ACCOUNTING AND STATEMENT ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C- (Can be taken Concurrently)

This course provides an introduction to the financial reporting system that business entities use to convey information to parties external to the firm. The primary emphasis is on understanding the financial statements, what they impart about a business entity, and how to use this information to make decisions. Students learn the accounting principles, conventions and concepts underlying financial reporting with the objective of developing the ability to analyze and interpret financial statements. The course provides an understanding of the financial reporting process from the inputs to the end products, including what motivates a manager to select a particular accounting treatment, how this choice affects the financial statements, what constitutes ethical financial reporting, how to assess the quality of the reported financial information, and how to adjust and use this information for analysis. This course is taken in the first semester of the program.

**GSBA 511 | MANAGERIAL ACCOUNTING****Units: 2 Repeatability: No**

Prerequisites: GSBA 510 with a minimum grade of C-

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.

**GSBA 512 | NEGOTIATIONS****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C- (Can be taken Concurrently)

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.

**GSBA 513 | CORPORATE GOVERNANCE AND VALUES****Units: 2 Repeatability: No**

Prerequisites: GSBA 505 with a minimum grade of C- and GSBA 515 with a minimum grade of C-

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.

**GSBA 515 | LEADING MULTICULTURAL TEAMS AND ORGANIZATIONS****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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

**GSBA 517 | SUSTAINABLE BUSINESS MODEL INNOVATION AND DESIGN****Units: 1-2 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C- and GSBA 505 with a minimum grade of C- and GSBA 506 with a minimum grade of C- (Can be taken Concurrently)

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.

**GSBA 518 | ECONOMICS IN A GLOBAL ENVIRONMENT****Units: 3 Repeatability: No**

Prerequisites: GSBA 502 with a minimum grade of C-

This course examines how the business environment and public policy affect industry and firm strategies for competitiveness. The focus is to enable students to identify, understand and evaluate the domestic and global forces causing economic change. Key concepts and ideas from both microeconomics and macroeconomics are introduced. Global issues are emphasized, such as the role that interest rates and exchange rates play in the movement of goods and capital between countries, national income and balance of payment accounting, trade barriers, regional trade agreements, emerging markets and political risk. It also examines these topics from an economic, social and ethical perspective. Teaching methods include lecture, case studies and class discussion.

**GSBA 520 | ADVANCED CORPORATE FINANCE****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C-

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.

**GSBA 521 | INVESTMENTS****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C-

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.

**GSBA 522 | ADVANCED SEMINAR IN FINANCE AND INVESTMENTS****Units: 2**

Prerequisites: GSBA 505 with a minimum grade of C-

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.

**GSBA 523 | INTERNATIONAL FINANCIAL MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: GSBA 505 with a minimum grade of C- and GSBA 518 with a minimum grade of C-

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.

**GSBA 524 | ENTREPRENEURIAL FINANCE****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C-

This course is based on experiential learning and presents a comprehensive stage-sensitive approach to entrepreneurial finance. The course provides students with the opportunity to perform financial analyses and make financial decisions for a company in a real-world setting throughout a venture's life cycle, including the valuation of intellectual property brought to a venture at founding, production planning based on cash flow constraints, financial forecasting, venture valuation, venture capital funding, and the acquisition of the venture as an exit for investors. Financial modeling is used as a tool to analyze the various financial elements of a venture.

**GSBA 525 | COMMERCIAL REAL ESTATE FINANCE AND INVESTMENT****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C-

Introduces core concepts, principles, analytical methods and tools useful for making finance and investment decisions regarding commercial real estate assets. Uses a multi-disciplinary approach to study the financial, spatial and social economics of commercial real estate. Builds cohesive framework to analyze complex real estate finance and investment decisions emphasizing fundamentals of property markets and financial markets (primary emphasis on "Main Street" deals rather than Wall Street).



**GSBA 526 | REAL ESTATE MARKETS, FINANCING, AND INSTITUTIONS****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C-

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.

**GSBA 527 | FINANCIAL STATEMENT ANALYSIS****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C-

GSBA 510 Financial Accounting provides an introduction to basic financial statements and the financial reporting system that business entities use to report their results to shareholders. GSBA 527 Financial Statement Analysis provides the knowledge and skills required to decipher more complex financial disclosures and become sophisticated, skeptical users of financial information. This course will provide an understanding of how financial reporting choices affect financial disclosures, how to detect manipulation of financial information, how to assess the quality of financial information, and how to adjust this information to deliver more meaningful analysis and valuation results. The emphasis is on using financial information to make decisions, in particular, investing decisions. This course is especially relevant to students considering careers in investment banking, security analysis, public accounting, corporate finance, consulting, or executive management. This course is also beneficial for personal investing.

**GSBA 528 | BUSINESS CYCLES AND FORECASTING****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C- and (GSBA 509 with a minimum grade of C- or GSBA 518 with a minimum grade of C-)

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

**GSBA 530 | HUMAN RESOURCES MANAGEMENT****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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.

**GSBA 531 | BUSINESS LEADERSHIP AND SPIRITUALITY****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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?.

**GSBA 532 | INTERNATIONAL COMPARATIVE MANAGEMENT****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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.

**GSBA 533 | ORGANIZATION CHANGE AND DESIGN****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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.

**GSBA 534 | VALUES, ETHICS AND CORPORATE CULTURE****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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.

**GSBA 535 | INTERPERSONAL AND GROUP DYNAMICS****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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.

**GSBA 536 | CURRENT TOPICS IN MANAGEMENT CONSULTING****Units: 2**

Prerequisites: GSBA 500 with a minimum grade of C-

Current topics in management consulting is a unique course for students interested in a career in management consulting, private equity or industry leadership. The first half of the course is dedicated to learning management consulting techniques that find application in all aspects of working life. This includes consulting approaches from various academic and practitioner perspectives as well as different client management approaches. The second half of the course contains current topics in management consulting, which are led and presented by a professor in association with leading executives and professionals from strategic management consultancies, private equity enterprises, venture capitalists or industry executives.

**GSBA 537 | ENTREPRENEURSHIP****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C-

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.

**GSBA 538 | TORERO VENTURES LAB****Units: 4 Repeatability: No**

The purpose of the Torero Ventures Lab is to provide real world, hands on learning to enable students to create their own sustainable ventures - doing well by doing good. Focusing on opportunities for creating a positive impact as identified by United Nation's Sustainable Development Goals (SDGs), this course is an experiential learning opportunity. During this course students will work in teams to bring their ideas into reality by working with customers, mentors, investors, partners, and other key stakeholders. Students will learn to confront the ambiguity, uncertainty, and the messiness inherent in the startup process, and navigate these to bring their ideas one step closer to the launch stage. In this course through a combination of lectures, interaction with potential customers and investors, live case studies, and readings, students will be able to create a sustainable business model for their new ventures, understand the concepts of customer discovery and prototyping, identify key practices involved in founding a startup, work in interdisciplinary teams to understand how to build and work in startup teams and learn from failures to develop a workable business model.

**GSBA 539 | POWER AND POLITICS****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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 540 | TAXES IN BUSINESS DECISIONS****Units: 3**

Prerequisites: GSBA 510 with a minimum grade of C-

Case studies and current readings in tax issues relating to common business transactions. Students learn to recognize the tax problems and tax planning opportunities that attach to most business decisions. Topics include: concepts of income, forms of business, capital gains and losses, nontaxable transactions, corporate re-organizations, employee compensation and tax accounting methods.

**GSBA 541 | NEGOTIATIONS FOR ENTREPRENEURIAL VENTURES****Units: 2**

Prerequisites: GSBA 505 with a minimum grade of C-

This course presents foundational negotiating principles and the advanced strategies and skills required to successfully negotiate key agreements in the entrepreneurial venture life-cycle, and the financial elements and implications of those agreements. Through a combination of class discussions and experiential learning negotiations, the course provides students with the opportunity to learn and apply advanced negotiating strategies and skills in negotiating financial agreements throughout the entrepreneurial venture life cycle, as well as other negotiating situations.

**GSBA 550 | MARKETING RESEARCH****Units: 3 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C-

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.

**GSBA 551 | SEMINAR IN CONSUMER BEHAVIOR****Units: 3 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C-

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.

**GSBA 552 | MARKETING ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: GSBA 502 with a minimum grade of C- and GSBA 504 with a minimum grade of C-

This course takes a data-driven approach to understand how firms make various marketing and customer decisions such as measuring promotion effectiveness, pricing strategy, and market segmentation. Students will learn both descriptive and predictive techniques to help make marketing decisions. Students will work with different types of data (e.g., point of sale, survey, and scanner/panel) and learn how to use SPSS to conduct statistical analyses such as advanced regressions (including logistic), cluster and factor analyses, and conjoint analyses to solve business problems. Emphasis will be placed on learning how to apply statistical skills to business problems.

**GSBA 553 | SEMINAR IN GLOBAL MARKETING****Units: 2 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C- or GSBA 516 with a minimum grade of C-

This course focuses on the major issues regarding international branding. Mastering marketing skills of building and managing a company's brand equity in multinational setting is at the center of the seminar. Specifically, topics examine those aspects of the brand policy that can be adapted to global standardized use and those which should remain flexible. Topics may include mega-brands, brand equity, brand development and its protection. The course emphasizes global branding within a socially responsible and ethical framework. Teaching methods may include lecture, case studies, class discussion and debate.

**GSBA 554 | STRATEGIC MARKETING****Units: 3 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C-

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.

**GSBA 555 | BRAND MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C-

This course explores the principles for building and maintaining brand equity. Brand management can drive customer loyalty, superior financial results, as well as competitive advantage. The course offers a thorough perspective of brand management as a discipline and as a career.

**GSBA 556 | NEW PRODUCT DEVELOPMENT****Units: 3 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C- or GSBA 516 with a minimum grade of C-

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.

**GSBA 557 | SOCIAL MEDIA MARKETING****Units: 3 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C-

This course explores the Internet and digital domain in the context of business issues that concern marketers. The course extends beyond a narrow definition of e-marketing and expands it to all aspects of digital communications including mobile and social media. Students work through case study analysis and client interaction to apply course concepts. There is a dual focus on both theory and application concerning the digital elements of marketing variables; online consumer behavior; search engine marketing; social media; analytics; and measurement.

**GSBA 558 | HIGH TECHNOLOGY MARKETING****Units: 3 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C-

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.

**GSBA 560 | SUPPLY CHAIN STRATEGY AND DESIGN****Units: 3 Repeatability: No**

Prerequisites: GSBA 506 with a minimum grade of C-

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.

**GSBA 561 | GLOBAL PURCHASING AND SUPPLY MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: GSBA 506 with a minimum grade of C-

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.

**GSBA 562 | STRATEGIC COST MANAGEMENT****Units: 3**

Prerequisites: GSBA 511 with a minimum grade of C- (Can be taken Concurrently)

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.

**GSBA 563 | SUSTAINABLE GLOBAL SUPPLY CHAIN MANAGEMENT****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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.

**GSBA 564 | OPERATIONS AND SUPPLY CHAIN STRATEGY AND TOOLS****Units: 3 Repeatability: No**

Prerequisites: GSBA 506 with a minimum grade of C-

This course is designed to provide students with simple, powerful approaches for improving supply chains and operations, particularly at small to mid-sized companies. The level of analysis ranges from strategic to tactical. Students will learn a framework for formulating and implementing an operations strategy. This simple yet powerful approach has been used frequently to add value to companies as they review their operations and supply chain strategies, as well as to help them develop one for the first time. It is also the starting point for companies as they address major strategic supply chain issues, such as whether or not to offshore or reshore their operations. Students will also learn a number of tools that have been successfully applied to help companies, large and small, improve their operations and supply chains. These include benchmarking, inventory management, production scheduling, production allocation and distribution, risk management, and implementing supply chain improvements.

**GSBA 570 | PROGRAM/PROJECT MANAGEMENT****Units: 3**

Prerequisites: GSBA 502 with a minimum grade of C-

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.

### **GSBA 575 | DATABASE FOUNDATIONS AND INTERACTIVE DATABASE VISUALIZATION**

#### **Units: 3 Repeatability: No**

Prerequisites: GSBA 502 with a minimum grade of C-

This course provides an introduction to relational database concepts, Structured Query Language (SQL), principles of effective data visualization, and interactive data visualization. The course is structured to introduce new concepts using self-paced online content that is completed outside of the classroom and uses class-time to work hands-on assignments that reinforce previously learned concepts.

Analytical Platforms: SQL, Tableau.

### **GSBA 576 | BIG DATA & BUSINESS ANALYTICS**

#### **Units: 3 Repeatability: No**

Prerequisites: GSBA 502 with a minimum grade of C-

This is a graduate course (MBA level) on predictive analytics and is one component of four courses in the analytics specialization. Topics include, but are not limited to, programming, repository management, preprocessing & cleaning data, documentation & reproducibility, machine learning, and validation. By the end of the course, you will understand how to clean a data set and apply a predictive algorithm using the tidy data. Analytical Platforms: R (Swirl), Git, GitHub.

### **GSBA 577 | BUSINESS ANALYTICS & DIGITIZATION**

#### **Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C- and GSBA 502 with a minimum grade of C-

Business Analytics and Digitization is centered on the increasing digitization of businesses and the application of business analytics. This phenomenon is situationally referred to as smart industries, industry 4.0 or the next industrial revolution. Various technological developments, such as additive manufacturing, internet-of-things or big data and business analytics are jointly redefining the established rules of competition and enabling new business models in an increasingly digitized world. Since the real world of production and the virtual world are increasingly converging, one can observe the emergence and development of cyber-physical systems (CPS) that are governed and controlled by computer-based algorithms. The successful management of CPS will be the key differentiating factor in our digitized future of doing business.

### **GSBA 580 | GLOBAL INNOVATION**

#### **Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

This course introduces and discusses innovation strategies in a global environment. The first half of the course is dedicated to studying and analyzing innovation practices that are related to ideation methods, information decision techniques, prioritization concepts, and international innovation management techniques. This includes innovation approaches from various academic and practitioner perspectives as well as different global approaches of innovation enhancements. The second half of the course is dedicated to innovation management in international environments. Teaching methods may include international case studies, simulations, and/or fieldwork with organizations.

### **GSBA 581 | GLOBAL ENTREPRENEURSHIP FOR SOCIAL CHANGE**

#### **Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

Social Entrepreneurship is an emerging and rapidly changing business field that examines the practice of identifying, starting and growing successful mission-driven for profit and nonprofit ventures, that is, organizations that strive to advance social change through innovative solutions. In this course we analyze ways in which different entities couple business skills with innovation and passion to address a wide range of global issues like inequality, hunger, illiteracy, lack of access to potable water and poverty. This course provides an opportunity to learn about different social ventures by examining a diverse set of organizational models and practices that are making a difference worldwide with a particular focus on a particular country (Argentina, Brazil, etc.).

### **GSBA 582 | ADVANCED INTERNATIONAL BUSINESS NEGOTIATIONS**

#### **Units: 2**

Prerequisites: GSBA 512 with a minimum grade of C- (Can be taken Concurrently)

More and more occasions require negotiation; conflict is growth industry. Everyone wants to participate in decisions that affect them; fewer and fewer people will accept decisions dictated by someone else. People differ and they use negotiation to handle their differences. Whether in business, government, or the family, people reach most decisions through negotiations. Even though they go to court, they almost always negotiate a settlement before trial. In this course, the student will learn the art and science of negotiation. The science will be learned largely through readings and discussions of the reading. The art will be learned through experience gained in simulated negotiations. These negotiations normally are set in foreign country, exposing the student to some of the nuances of conducting business abroad.

### **GSBA 583 | BUSINESS AND SOCIAL INNOVATION**

#### **Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

This course focuses on the linkages between business and social innovation. Changes in business are driven by a myriad of combined forces including global competition, the search for new market opportunities, consumer changes or stakeholder demands. At the same time businesses all over the world can affect and be affected by social issues such as social inequality, poverty, conflict, and violence. In the current state of affairs in which market opportunities cross paths with demands and expectations for addressing complex social issues, business can play a role sparking entrepreneurship and leadership going beyond the bottom line to include the creation of social and environmental value. A unique business and entrepreneurial imagination is evolving leading to a heretofore-unexplored intersection of business and social innovation.

### **GSBA 584 | MICROFINANCE AND WEALTH CREATION**

#### **Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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?.

### **GSBA 585 | BUSINESS ENVIRONMENT OF ASIA AND THE PACIFIC RIM**

#### **Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C- (Can be taken Concurrently)

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).



**GSBA 586 | EUROPE IN THE GLOBAL ECONOMY****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C- (Can be taken Concurrently)

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.

**GSBA 587 | LATIN AMERICAN BUSINESS ENVIRONMENT****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C- (Can be taken Concurrently)

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.

**GSBA 590 | AGILE STRATEGIES****Units: 3 Repeatability: No**

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. This course is to be taken during the final regular semester of study.

**GSBA 593 | INTERNATIONAL CONSULTING PROJECT****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: GSBA 504 with a minimum grade of C- and GSBA 505 with a minimum grade of C-

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.

**GSBA 594 | SPECIAL TOPICS****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: GSBA 500 with a minimum grade of C-

Topics of current interest in Graduate Business Study. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. Prerequisites will vary depending on topic selected.

**GSBA 595 | BUSINESS CONSULTING PROJECT****Units: 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. To be taken during the fall term of the second year of study.

**GSBA 597 | INTERNATIONAL STUDIES****Units: 0.5-10**

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****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Applied learning experience working for a business, government, or nonprofit organization. Students undertake individual project or employer designated internship program. Grading is Pass/Fail.

**GSBA 599 | INDEPENDENT STUDY****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Independent study usually involving empirical research and written reports.

## Master of Science in Business Analytics

Companies need professionals who are well versed in both data analytics and business acumen—driven leaders who can layer those skills to provide the smartest-possible insights. USD's MS in Business Analytics (MSBA) is designed to empower students to meet this intensifying need. Through experiential learning in San Diego and abroad, students gain a broad understanding of what is possible when they are equipped to unearth the insights that business analytics can offer. To create a program that prepares students to achieve success, USD faculty worked closely with business leaders and incorporated their feedback into our program's curriculum to ensure students are career-ready on the day they graduate.

This 10-month program teaches students to speak the language of data with fluency, and to enter their future careers as valuable translators. No other program equips students to communicate easily with both statisticians and management, programmers and clients. Students learn how to use data to solve critical problems in the smartest way possible—whether by helping a business run more efficiently, showing a municipal government how it can reduce its environmental waste, or guiding a nonprofit such as the Red Cross toward new operations that broaden its impact. Through classes such as Data for Social Good students will learn how to wield data for good—a unique aspect of USD's master's in business analytics program.

To solve complex problems, companies and organizations need individuals who know how to ask the right questions. MSBA equips our students to be that person. Speaking the language of business analytics is a set of skills that can supplement students' existing expertise or career experience, regardless of their industry. The degree allows students to solve problems within their chosen field using a new data-driven mindset to make better business decisions – a skill that is growing in demand with each passing day. Students will be able to apply these skills whether they choose to shift their career into an analytical role within an organization or simply want to solve problems in their current role using a data-driven approach.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

### Application Deadlines

The MSBA program starts in early August each year. Applications are processed on a rolling basis. The rolling application deadlines are:

- November 1
- January 15
- March 1
- May 1

### Application Checklist and Minimum Requirements

- The USD Graduate Application (<https://sandiego.liaisoncas.com/applicant-ux/#/login>)
- Official transcripts from the institution that conferred the undergraduate degree
  - A four-year baccalaureate degree. All applicants with non-STEM undergraduate majors are expected to have a strong quantitative background
  - One semester of college level statistics with a grade of B- or higher must be completed prior to being admitted to the MSBA program
  - A GPA with a "B" average or higher is preferred
- GMAT or GRE exam scores from a test taken within the last five years
- Two letters of recommendation
- An up to date resume
- A supplemental essay

### International Applicants

In addition to the above requirements, international applicants will also need to submit:

- TOEFL scores with a minimum of 92 iBT or IELTS scores with a minimum of 7.0
- An international transcript evaluation from World Education Services (<https://www.wes.org/>) for any courses taken for credit outside of the United States
- If admitted to the MSBA program, international students must also submit a Certification of Finances Form (<http://www.sandiego.edu/admissions/graduate/international/finances-documentation.php>) with official bank statements

This program is designed for students to complete all courses in the sequence in which the classes are scheduled. Each course builds upon material covered in previous courses. Exceptions to this policy must be approved by the assistant or associate dean for graduate programs.

Code	Title	Units
MSBA 500	Introduction to Data Analytics & Business Concepts	2
MSBA 501	Applied Statistics	2
MSBA 502	Analytics Programming I	3
MSBA 503	Analytics Programming II	2
MSBA 504	Data Management	2
MSBA 505	Interactive Data Visualization	1
MSBA 506	Prescriptive Analytics	2
MSBA 507	Data for Social Good	2
MSBA 508	Technical Communication	1
MSBA 509	Professional Seminar	1

MSBA 510	International Consulting Project	3
MSBA 511	Data Mining for Business Analytics	3
MSBA 512	Capstone Project	3
Complete 3 of the Following Discipline-Specific Courses		9
MSBA 530	Accounting Analytics	
MSBA 531	Forecasting / Applied Time Series Analysis	
MSBA 532	Financial Analytics	
MSBA 533	Digitization and Agile Decision Making	
MSBA 534	Marketing Analytics	
MSBA 535	Operations & Supply Chain Analytics	
<b>Total Units</b>		<b>36</b>

Code	Title	Units
MSBA 500	Introduction to Data Analytics & Business Concepts	2
MSBA 501	Applied Statistics	2
MSBA 502	Analytics Programming I	3
MSBA 503	Analytics Programming II	2
MSBA 504	Data Management	2
MSBA 505	Interactive Data Visualization	1
MSBA 506	Prescriptive Analytics	2
MSBA 507	Data for Social Good	2
MSBA 508	Technical Communication	1
MSBA 509	Professional Seminar	1
MSBA 510	International Consulting Project	3
MSBA 511	Data Mining for Business Analytics	3
MSBA 512	Capstone Project	3
MSBA 530	Accounting Analytics	3
MSBA 531	Forecasting / Applied Time Series Analysis	3
MSBA 532	Financial Analytics	3
MSBA 533	Digitization and Agile Decision Making	3
MSBA 534	Marketing Analytics	3
MSBA 535	Operations & Supply Chain Analytics	3

## Master of Science in Executive Leadership

### Program

Delivered through an alliance between the **University of San Diego's accredited and highly-ranked School of Business** and **The Ken Blanchard Companies**, the Master of Science in Executive Leadership (MSEL) is an innovative, values-based business degree for established and emerging executives. The curriculum promotes a command of business acumen as well as a mastery of interpersonal and organizational skills to ensure maximum individual and enterprise impact.

### Program Value

The degree curriculum enhances a candidate's collaborative and strategic ability, allowing him or her to unlock and sustain the power and potential of the entire organization. Graduates are uniquely prepared to assume leadership roles of ever greater responsibility. Through the MSEL program, executives acquire the functional disciplinary skills needed to lead a business AND the inspirational skills to ensure a team's success when a good plan is simply not enough.

MSEL program graduates develop the leadership skills necessary to:

- Facilitate behavioral change in self and others through self-knowledge and heightened awareness of situational challenges;
- Foster highly productive and collaborative relationships among individuals, teams and organizations;
- 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.

## Distinguishing Features

- **Executive Participants:** The MSEL program targets established and emerging leaders who possess 10 or more years of professional experience.
- **Senior Faculty Instruction:** Each course is led by distinguished USD School of Business faculty, experienced Chief Executive Officers, and internationally recognized business educators. 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 twenty-two month program is generally delivered in one weekend per month. All books, materials and meals are provided while in class.
- **Cohort Learning:** Executive students from diverse industries and functional disciplines progress through all courses together. Sharing established solutions and best-practices to leadership provides enriched class interactions and learning. Alumni consistently regard the cohort experience as key to the value and impact of the program.
- **High ROI:** MSEL graduates are testaments to the impact the program has on advancing their professional development and career growth. MSEL graduates and students frequently comment on the immediate applicability of their new skills and the value of their expanded professional network and relationships.

## Recognition

The USD School of Business is AACSB accredited and offers highly ranked undergraduate and graduate business degree programs.

## Admissions Requirements

As the first criteria for admission, candidates are expected to have a set of diversified leadership experiences and should possess ten 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
- 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. Students may choose to take the Graduate Management Admissions Test (GMAT) in lieu of the Professional Work Product.
- 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

## Additional 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).	

## MSEL Degree Requirements

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:

Code	Title	Units
MSEL 520	Preparing for Leadership: Self Appraisal & Analysis	3
MSEL 521	Optimizing Individual Learning	1.5
MSEL 540	Introduction to Leadership Theories	1.25
MSEL 541	Analytics for Strategic Decision Making	1.75
MSEL 524	Communicating your leadership Point of View	1.5
MSEL 522	Leadership, Power & Politics	1.5
MSEL 527	Partnering for Performance Using SLII®	1.5
MSEL 523	Ethics and Leadership	1.5
MSEL 529	Leadership in a Team Context	1.5
MSEL 528	Problem Solving & Negotiation	1.5
MSEL 535	Accounting for Organizational Leaders	2.25
MSEL 539	Finance for Organizational Leaders	2.25
MSEL 532	Designing Organizational Culture: Values & Alignment	1.5
MSEL 526	Culture at Work: Putting Principles into Practice	1.5
MSEL 530	Leadership in a Global Context (MSEL 530 is a one-week course offered abroad, required for all MSEL students.)	1.5
MSEL 531	Leading Organizational Change	1.5
MSEL 542	Entrepreneurial Strategies for Organizational Leaders Part 1	1.5
MSEL 533	Innovation and Organizational Learning	1.5
MSEL 537	Executing Strategic Initiative	1.5
MSEL 534	Marketing Strategy, Structure & Process	2.25
MSEL 543	Entrepreneurial Strategies for Organizational Leaders Part 2	0.75
MSEL 538	Leadership for the Future	1.5
<b>Total Units</b>		<b>36</b>

**MSEL 520 | PREPARING FOR LEADERSHIP: SELF APPRAISAL & ANALYSIS****Units: 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****Units: 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 & POLITICS****Units: 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 AND LEADERSHIP****Units: 1.5 Repeatability: No**

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****Units: 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. MSEL524 concludes the formal self-leadership segment of the MSEL curriculum and focuses primary attention on Leadership and Best Business Practices.

**MSEL 526 | CULTURE AT WORK: PUTTING PRINCIPLES INTO PRACTICE****Units: 1.5 Repeatability: No**

This course takes you through the practical elements of building a workplace culture where people engage in work each day, contribute to something bigger than themselves, learn and feel they belong, are liberated by values, and go home happy. Students will learn strategies and tools for identifying and developing people's capabilities so that they can design a culture that promotes individual needs and behaviors as well as managing performance and developing potential. Research shows that making sure the right people are moving at the right pace and into the right jobs at the right time can significantly impact the sustainability and competitive advantage of any business enterprise. Topics include leading a purpose-driven organization; leadership development and succession planning; importance of vision, values and culture; employee engagement; leadership competencies; and coaching fundamentals. The content focuses on best practices that help ensure sustained employee fit, effectiveness and mastery. You will leave the course with specific insights for changes and enhancements to your workplace culture and an implementation strategy for people's growth and success.

**MSEL 527 | PARTNERING FOR PERFORMANCE USING SLII®****Units: 1.5 Repeatability: No**

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 | PROBLEM SOLVING & NEGOTIATION****Units: 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****Units: 1.5 Repeatability: No**

This course examines the challenges and possibilities of leading teams and developing the skills to lead teams successfully. Topics include stages of team development; team dynamics and observation skills; leadership interventions; team chartering; conflict management; and the effects of social diversity on leading teams. Teaching methods are highly experiential and include assessments, role-plays, case studies, simulations, skill practice and a writing project documenting a team leadership experience.



**MSEL 530 | LEADERSHIP IN A GLOBAL CONTEXT****Units: 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 ORGANIZATIONAL CHANGE****Units: 1.5 Repeatability: No**

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****Units: 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 AND ORGANIZATIONAL LEARNING****Units: 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 & PROCESS****Units: 2.25 Repeatability: No**

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 | ACCOUNTING FOR ORGANIZATIONAL LEADERS****Units: 2.25 Repeatability: No**

This course introduces the financial reporting system that business entities use to measure and communicate their financial results. Together with MSEL 539, this course presents the responsibilities, analytical approaches and leadership strategy implications of the accounting and financial officer of a company. This course integrates the external (investor) and the internal (financial leadership) perspectives, and explores the role of ethical decision making in financial reporting and capital markets. Learning methods include lecture, in-class case analysis, discussion, an ethics essay and a comparative analysis project.

**MSEL 537 | EXECUTING STRATEGIC INITIATIVE****Units: 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****Units: 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.

**MSEL 539 | FINANCE FOR ORGANIZATIONAL LEADERS****Units: 2.25 Repeatability: No**

Prerequisites: MSEL 535 with a minimum grade of C- (Can be taken Concurrently)

This course covers the responsibilities, analytical approaches, and leadership strategy implications of financial officers in public and private organizations. The course will review how investors view the corporation as an investment, and the responsibilities of the financial manager in maximizing the company's shareholders' wealth. To help guide manager's strategic direction decision-making, we will develop valuation techniques and processes in capital allocation, with emphasis on data analytics using a spreadsheet program. Learning methods primarily include lecture, problem solving, in-class case analysis and discussion, and a comprehensive valuation project.

**MSEL 540 | INTRODUCTION TO LEADERSHIP THEORIES****Units: 1.25 Repeatability: No**

Leadership is a reciprocal process expressed through individuals, groups, and organizations. This course provides a survey of leadership theories, including behavioral and trait-based leadership approaches, situational and transformational leadership philosophies, and adaptive and integral leadership methodologies. The leadership frameworks covered in this program will set a foundation for the leadership discussions throughout the program. Learning methods include contemporary readings, self-assessment, lecture/dialogue, experiential exercises, case studies, and film.

**MSEL 541 | ANALYTICS FOR STRATEGIC DECISION MAKING****Units: 1.75 Repeatability: No**

This course introduces basic techniques for analyzing data and using data effectively for strategic decisions. Teaching methods include lecture, case studies and projects. The objective of this course is to apply decision tools and analytical techniques to evaluate and resolve decision problems faced by organizational leaders. Understanding these quantitative and non-quantitative decision techniques will enable leaders to evaluate alternatives, understand risk and achieve optimal results when faced with complicated decision problems.

**MSEL 542 | ENTREPRENEURIAL STRATEGIES FOR ORGANIZATIONAL LEADERS PART 1****Units: 1.5 Repeatability: No**

Leaders of organizations need to be successful corporate entrepreneurs to take their corporations to the next levels of growth. The focus in this course will be on enabling organizational leaders to develop their individual skills as corporate entrepreneurs, as well as how to develop their organization's competences for innovation by designing organizational cultures and structures to foster corporate entrepreneurship. Topics include entrepreneurial mindset, entrepreneurial orientation, different roles in the corporate entrepreneurial process and the roles that leaders must play well, designing effective cultures and structures. This capstone course is offered in two parts and includes an experiential learning project.

**MSEL 543 | ENTREPRENEURIAL STRATEGIES FOR ORGANIZATIONAL LEADERS PART 2****Units: 0.75 Repeatability: No**

Prerequisites: MSEL 542 with a minimum grade of C-

Leaders of organizations need to be successful corporate entrepreneurs to take their corporations to the next levels of growth. The focus in this course will be on enabling organizational leaders to develop their individual skills as corporate entrepreneurs, as well as how to develop their organization's competences for innovation by designing organizational cultures and structures to foster corporate entrepreneurship. Topics include entrepreneurial mindset, entrepreneurial orientation, different roles in the corporate entrepreneurial process and the roles that leaders must play well, designing effective cultures and structures. This capstone course is offered in two parts and includes an experiential learning project.

## Master of Science in Finance Program

Our selective 10-month, STEM certified MSF program develops leaders in finance through rigorous and relevant coursework with the body of knowledge grounded in the Chartered Financial Analyst (CFA) curriculum offered in a personalized educational environment, for which the School of Business is well known. Through our MSF program, students develop a detailed understanding of the core financial knowledge in a global marketplace while acquiring competencies for the increasingly technical demands of financial decision-making.

The MSF program includes 20 courses starting in early August and ending in May of the following year. The final classes are held about two to three weeks before the CFA Level 1 and Level 2 exams are administered.

The flexibility of the program design allows students to satisfy the curriculum requirements in an accelerated format while also having the opportunity to pursue career-oriented activities.

### Distinguishing Features

Our MS in Finance program provides an optimal applied approach to finance with a high level of interaction with faculty and classmates, preparing students for distinctive career opportunities and a path to lifelong learning.

Our MSF program provides a solid foundation for students interested in taking the first two out of the three levels of the CFA® exam, deemed as the most recognized and respected investment designation in the world. The CFA curriculum spans academic theory, cutting-edge industry practice and ethical standards, and it helps shape a candidate that possesses extensive knowledge of a variety of topics (Finance, Accounting, Economics, and Statistics).

### Dual Degree Program

#### MSF/MBA Dual Degree Program

The School of Business offers students the opportunity to obtain both an MSF and an MBA currently in two years. Students benefit from both business and finance courses and will receive two diplomas upon completion of all coursework. Students must apply to and be accepted into both programs. Dual degree students must start with the MBA program. For more information about this dual degree program, see the MBA Dual Degree section of the catalog.

### International Dual Degree Program

MSF students have the opportunity to enroll in a Dual Degree Program with the MSc in Finance program at the Neoma Business School (<https://www.neoma-bs.com/en/>) (NEOMA BS) in Reims, France. As dual degree candidates, students complete coursework at both USD and Neoma BS to complete two masters degrees. Students may start with either the MSF at USD or the MSc in Finance at Neoma BS.

NEOMA BS is among the ten best business schools in France, ranked in the Financial Times as one of the best European schools, and holds 3 top international accreditations: EQUIS, AMBA and AACSB. Located just ten minutes from the city center by tram, NEOMA BBS (Reims campus) offers a great learning environment. Reims has a rich legacy, offering a prestigious home to one of the most celebrated and festive of wines – Champagne! Thanks to the high speed train (TGV), REIMS is only 45 minutes from Paris.

Students in the international dual degree program must complete the degree requirements for both USD or NEOMA BS, by completing different courses at each institution depending upon where they begin their studies.

Students who begin their studies at USD will complete the following MFIN courses at USD. All other USD MSF degree requirements will be completed through coursework taken at Neoma BS.

Code	Title	Units
MFIN 501	Quantitative Methods	2
MFIN 502	Economics for Finance	2
MFIN 503	Fixed Income	2
MFIN 504	Derivatives	2
MFIN 505	Ethics	1
MFIN 506	Portfolio Management	1

MFIN 507	Financial Reporting and Analysis	3
MFIN 508	Corporate Finance	1
MFIN 510	International Finance	1
MFIN 516	Advanced Seminar and Research Methods in Corporate Finance	1
MFIN 518	Advanced Seminar in Asset Pricing	1
MFIN 519	Financial Markets and Institutions	1

Students who begin their studies at Neoma BS will complete the following MFIN courses at a CFA level 2 prep course at USD. All other USD MSF degree requirements will be completed through coursework taken at Neoma BS.

Code	Title	Units
MFIN 511	Advanced Financial Reporting and Analysis	3
MFIN 512	Equity Valuation and Modeling	3
MFIN 513	Advanced Portfolio Management	2
MFIN 514	Financial Econometrics	1
MFIN 515	Advanced Corporate Finance	2
MFIN 516	Advanced Seminar and Research Methods in Corporate Finance	1
MFIN 517	Advanced Fixed Income and Structured Finance	2
MFIN 518	Advanced Seminar in Asset Pricing	1

## Requirements for Admission

### Application Deadlines

Applications for the MSF program are processed on a rolling basis. The rolling application deadlines are:

- November 1
- January 15
- March 1
- May 1

### Application Checklist and Minimum Requirements

- The USD Graduate Application (<https://sandiego.liaisoncas.com/applicant-ux/#/login>)
- Official transcripts from all colleges or universities where you have received course credit
  - A four-year baccalaureate degree, preferably in a finance, accounting, economics or STEM discipline. All applicants with non-STEM undergraduate majors are expected to have a strong quantitative background
  - One semester of college level calculus must be completed prior to beginning the MSF program
  - A GPA with a "B" average or higher is preferred
- GMAT or GRE exam scores from a test taken within the last five years
- Two letters of recommendation
- An up to date resume
- A supplemental essay

### International Applicants

In addition to the above requirements, international applicants will also need to submit:

- TOEFL scores with a minimum of 92 iBT or IELTS scores with a minimum of 7.0

- An international transcript evaluation from World Education Services (<https://www.wes.org/>) for any courses taken for credit outside of the United States
- If admitted to the MSF program, international students must also submit a Certification of Finances Form (<http://www.sandiego.edu/admissions/graduate/international/finances-documentation.php>) with official bank statements

Code	Title	Units
MFIN 500	Intro to Python for Finance	1
MFIN 501	Quantitative Methods	2
MFIN 502	Economics for Finance	2
MFIN 503	Fixed Income	2
MFIN 504	Derivatives	2
MFIN 505	Ethics	1
MFIN 506	Portfolio Management	1
MFIN 507	Financial Reporting and Analysis	3
MFIN 508	Corporate Finance	1
MFIN 509	Alternative Investments	1
MFIN 510	International Finance	1
MFIN 511	Advanced Financial Reporting and Analysis	3
MFIN 512	Equity Valuation and Modeling	3
MFIN 513	Advanced Portfolio Management	2
MFIN 514	Financial Econometrics	1
MFIN 515	Advanced Corporate Finance	2
MFIN 516	Advanced Seminar and Research Methods in Corporate Finance	1
MFIN 517	Advanced Fixed Income and Structured Finance	2
MFIN 518	Advanced Seminar in Asset Pricing	1
MFIN 519	Financial Markets and Institutions	1
<b>Total Units</b>		<b>33</b>

In addition to the coursework indicated above, all students are required to successfully complete the career and professional development passport program.

### MFIN 500 | INTRO TO PYTHON FOR FINANCE

**Units: 1 Repeatability: No**

Python has become the most popular programming language for data science and Fintech. This course equips a motivated student who has little or no prior programming experience with a working knowledge of the Python programming language and the Pandas package to conduct basic data analytics in finance. These skills are foundational for the subsequent seminar courses in the Master's in Finance program. Basic Python syntaxes, such as conditional statements, functions and loops, and most commonly used data types including lists, dictionaries, tuples, and data frames are introduced in this course. Students learn to apply their Python programming skills in many practices and projects during the course.

**MFIN 501 | QUANTITATIVE METHODS****Units: 2**

This course covers a variety of tools used in a number of different areas of finance. It starts with the time value of money concepts, where student learns how to interpret rates of return, calculate present and future values of single sums, annuities, growing annuities, perpetuities and growing annuities, all under various compounding regimes. Next, the course covers relevant probability and statistics concepts; from the definition of a random variable, through a treatment of conditional and unconditional probability, joint probability, conditional expectations, tree diagrams, computation of expected value and variance of a single random variable to application in portfolio mathematics. The course ends with a rigorous treatment of topics in sampling, estimation and hypothesis testing, with an emphasis on the identification of the problem, selection of a relevant test and interpretation of the results in a comprehensive hypothesis-testing problem.

**MFIN 502 | ECONOMICS FOR FINANCE****Units: 2**

The microeconomics part of this course focuses on the basic graphical and calculation toolkit of microeconomics, building the well-known supply and demand framework from more basic assumptions about consumer and firm behavior. The first unit covers supply and demand: how buyers and sellers interact to determine market price of a good, and how the market responds to shocks and restrictions. The second unit covers consumer choice at an intermediate level, developing consumer demand from the utility maximization/ budget constraint/ indifference curve framework, and including income/substitution effects, etc. The third unit builds up supply in a perfectly competitive economy from a multi-input production function through cost minimization and profit maximization. The final unit extends this analysis to alternative market structures (monopoly, oligopoly, etc.). In the macroeconomic part of this course, we study the operation of the American economy in an international setting, examining the interaction of households, business firms, government, and the rest of the world in resource, product, and financial markets. Topics include national income accounting and analysis, business fluctuations, inflation, unemployment, and monetary and fiscal policy.

**MFIN 503 | FIXED INCOME****Units: 2**

This course examines the fundamentals of fixed-income investments. It presents an overview of the market, describing the primary issuers, sectors and types of bonds; discusses the calculation and interpretation of various important terms, including prices, yields and spreads; and explains spot rates, forward rates, and alternative definitions of a yield curve. The course also introduces securitization and describes the characteristics of various types of asset-backed securities. An important component of this course is to analyze the risks associated with fixed-income securities, specifically interest rate and credit risks. It examines how investors measure risks and their effects on the value of fixed-income investments.

**MFIN 504 | DERIVATIVES****Units: 2**

This course studies derivative markets including call and put options, futures and forward contracts, swaps and credit derivatives. Topics include the economic role of derivatives, valuation of derivatives, derivative trading strategies and the management of risk with derivatives. The aim of the course is for students to gain proficiency in the use and valuation of a variety of derivative products.

**MFIN 505 | ETHICS****Units: 1**

This course covers topics in ethical decision-making from a perspective of a multitude of jobs in financial industry. It employs CFA® Code of Ethics and Standards of Professional Conduct, which strive to further the ethical standards beyond what current laws and regulations require. Standards include (1) Professionalism; (2) Integrity of Capital Markets; (3) Duties to Clients; (4) Duties to Employers; (5) Investment Analysis, Recommendations and Actions; (6) Conflict of Interests; and (7) Responsibilities as a CFA Institute Member of CFA Candidate.

**MFIN 506 | PORTFOLIO MANAGEMENT****Units: 1**

Portfolio management is the process of applying a portfolio approach to investments. The course covers the different types of investors and professionally managed portfolio products available to them. In addition, students will learn the steps in the portfolio management process as well as the process of developing a portfolio strategy, asset allocation, and performance measurement. The course provides an understanding of the most important financial theories related to portfolio management, including Markowitz's mean-variance analysis, multi-factor models, asset pricing theory, the Treynor-Black Model.

**MFIN 507 | FINANCIAL REPORTING AND ANALYSIS****Units: 3**

This course introduces the tools that a financial analyst may use in analyzing the financial performance of a company. It will focus on understanding the information provided in the principal financial statements (the income statement, balance sheet, cash flow statement, and statement of changes in owners' equity), as well as the notes to those statements, and management's discussion and analysis of results. Students will learn to compare the different accounting choices that may affect the financial reporting results. Students will also learn to evaluate financial reporting quality and apply the financial statement analysis to make debt and equity investments decisions. The analytical framework and practical tools of this course will help students to improve the ability to read and analyze financial statements, which should be useful for students with career interests in finance, marketing, strategy, consulting, accounting, operations, or entrepreneurship.

**MFIN 508 | CORPORATE FINANCE****Units: 1**

This course will cover corporate finance topics including capital budgeting (NPV/IRR), weighted average cost of capital, risk adjusted discount rates, measurement operating and financial leverage, and working capital management.

**MFIN 509 | ALTERNATIVE INVESTMENTS****Units: 1 Repeatability: No**

Investors are increasingly using alternative investments to seek diversification benefits and/or higher returns. This course describes the common types of alternative investments, their valuation, their unique risks and opportunities, their relation to traditional investments, and their role in portfolio construction and management. More in-depth coverage will focus on private equity, hedge funds, and real estate. Private equity, including venture capital, and hedge funds are examined from the perspectives of their structure, investment strategies, performance measures, and exit opportunities. Real estate, both direct investment and investment through publicly traded securities (such as real estate investment trusts), is examined from an institutional investor's perspective to assess how it affects the risk and return of a multi-asset portfolio.

**MFIN 510 | INTERNATIONAL FINANCE****Units: 1**

This course introduces students to the global currency markets, the international monetary system, and trade and capital flows. Topics include usage of currency instruments, exchange rate regimes, theory and politics of international trade, balance of payments, and currency forecasting.



**MFIN 511 | ADVANCED FINANCIAL REPORTING AND ANALYSIS****Units: 3 Repeatability: No**

This course builds on the knowledge in the International Financial Reporting and Analysis I and examines more complicated financial transactions and their impacts on financial statements. Such transactions may include inter-corporate investment, mergers and acquisitions, post-employment pension obligations, and foreign currency translation exposure in multinational corporations. Students will learn the effects that different accounting methods in these transactions that can have on financial statements and ratios. Students will also compare the different accounting standards (GAAP vs. IFRS) and evaluate the impact on the financial reporting results. This course will also explain the identification of red flags and warning signs related to earnings management.

**MFIN 512 | EQUITY VALUATION AND MODELING****Units: 3**

This course is a detailed, hands-on examination of financial modeling techniques applied to optimal decision-making in the areas of corporate finance and investment banking. Topics include the construction of comprehensive valuation models (including capital structure and dividend policy modifications), using precedent transactions and comparable companies in valuation, strategic industry examination and application of valuation in the context of mergers and acquisitions. The course makes an extensive use of the Microsoft Excel®.

**MFIN 513 | ADVANCED PORTFOLIO MANAGEMENT****Units: 2 Repeatability: No**

The advanced portfolio concepts concentrate on hands-on management practices of constructing equity, bond, passive, active, exchange-rate and alternative investments portfolios. Other topics include asset allocation strategies, institutional asset management, management of portfolio of global fixed assets, equity portfolio management and risk management through currency hedging.

**MFIN 514 | FINANCIAL ECONOMETRICS****Units: 1 Repeatability: No**

This course extends basic results from introductory statistics to cover the specific tools used in empirical finance. The first section of the course covers tools used in corporate finance and studies of the cross-section of asset returns (multiple regression, deviations from OLS assumptions, and basic panel methods). The second section focuses on tools used in the study of asset returns over time, tests of the efficient market hypothesis, and derivatives pricing (time series decomposition, ARIMA modeling, GARCH volatility modeling).

**MFIN 515 | ADVANCED CORPORATE FINANCE****Units: 2 Repeatability: No**

The course will cover capital structure decision-making, sensitivity analysis and real options in capital budgeting, dividends and share repurchase policies, mergers and acquisitions and corporate governance.

**MFIN 516 | ADVANCED SEMINAR AND RESEARCH METHODS IN CORPORATE FINANCE****Units: 1 Repeatability: No**

This course has the objective of introducing master students to theoretical and empirical research in corporate finance. The first part of the course will examine the fundamentals of corporate finance such as the theory of firm's choice of capital structure, payout policy, corporate governance, executive compensation, and mergers & acquisitions. Various topics such as moral hazard, the agency problem, adverse selection, and signaling will be discussed in the context of the corporate finance topics. Students will be exposed to the classical corporate finance literature, as well as recent empirical research from the leading journals (e.g., *Journal of Finance*, *Journal of Financial Economics*, and *Review of Financial Studies*). The second part of the course will give students exposure to conducting empirical research by introducing common research methods (cross-sectional regressions, panel regressions, matching estimators, etc.), databases (WRDS, Compustat, CRSP), and common tools (SAS, Stata).

**MFIN 517 | ADVANCED FIXED INCOME AND STRUCTURED FINANCE****Units: 2 Repeatability: No**

This course studies fixed income markets and their associated derivatives. Topics include the valuation of fixed income investments, the analysis of credit risk, and the process of securitization and analysis of asset-back securities. The course aims for students to understand both the broad structure of fixed income markets, including term structure and interest rate dynamics, and the specific terms and pricing of the various products in those markets.

**MFIN 518 | ADVANCED SEMINAR IN ASSET PRICING****Units: 1 Repeatability: No**

This course surveys contemporary research on the cross-section of stock returns. It covers the theory and evidence behind several prominent stock market anomalies including momentum, value, and investments. Students use financial databases and econometric methods to test these anomalies.

**MFIN 519 | FINANCIAL MARKETS AND INSTITUTIONS****Units: 1**

This course introduces students to various financial markets (money, bond, equity, mortgage, and foreign-exchange markets) and institutions (banks, mutual funds, hedge funds, insurance companies, investment banks and venture capital/private equity firms). Emphasis is on what skills and expectations are associated with a job in each of these markets, what kind of decisions may one make while still a student to prepare themselves best for the desired path.

## Master of Science in Global Leadership

The Master of Science in Global Leadership (MSGSL) that helps aspiring leaders advance in their career and make a real impact in the world. The MSGSL curriculum focuses on three thematic areas:

- Global Business Leadership and Ethics
- Cross-Cultural Competence in International Business
- Best Business Practices and Processes

Upon completion of the global leadership program, students possess stronger leadership skills and the perspective—and connections—required to become a true global innovator.

This unique hybrid program, consisting of weekend classes and online coursework, offered as a 24-month dual degree with specific partner institutions. USD faculty travel to our partner institutions to offer the MSGSL coursework in an executive weekend format. USD courses are delivered in English and although some coursework is accepted in transfer from the partner institution, students are required to meet all USD MSGSL degree requirements.

### Dual Degree Admission Requirements

Application requirements for students applying for a dual degree through one of our partner institutions need to provide the following:

- An online application, including a statement of purpose and a resume
- One professional letter of recommendation
- Official transcripts from their undergraduate degree-granting and graduate institutions
- English language proficiency exam

### MSGSL Degree Requirements

The following courses are all required. Their order of delivery may vary slightly from cohort to cohort. A 3.0 average in MSGSL course work is required in order to graduate. The units for each course follow the course title.

Code	Title	Units
MSGL 501	Preparing for Global Business Leadership	2
MSGL 502	Global Business Leadership Ethics	2
MSGL 506	Leading Diverse Global Teams	1
MSGL 508	Global Business Communications and Strategy	2
MSGL 512	Global Politics, Policy and Law	2
MSGL 513	Understanding International Business	3
MSGL 514	Change Management for Global Leaders	2
MSGL 515	Global Supply Chain Management	3
MSGL 516	International Comparative Leadership and Human Resources Management	3
MSGL 523	Finance for Global Leaders	3
MSGL 525	International Negotiations	1
MSGL 526	Advanced International Negotiations	1
MSGL 527	International Strategic Planning and Management	3
MSGL 531	Marketing for Global Business	2
MSGL 540	Global Leadership Capstone Project	2
<b>Total Units</b>		<b>32</b>

### *Dual Degree Program with the Centro de Enseñanza Técnica Y Superior (CETYS) in Mexico*

Students from CETYS complete the program at the CETYS campuses in Mexicali and Tijuana with instruction from esteemed USD School of Business faculty.

Students in this program earn an MBA from CETYS and an MSGL from USD.

All courses are delivered in English.

CETYS students will complete the following courses offered by USD.

Code	Title	Units
MSGL 506	Leading Diverse Global Teams	1
MSGL 512	Global Politics, Policy and Law	2
MSGL 513	Understanding International Business	3
MSGL 514	Change Management for Global Leaders	2
MSGL 515	Global Supply Chain Management	3
MSGL 525	International Negotiations	1
MSGL 526	Advanced International Negotiations	1
MSGL 527	International Strategic Planning and Management	3
MSGL 540	Global Leadership Capstone Project	2

The following MSGL courses will be fulfilled by MBA coursework completed at CETYS.

Code	Title	Units
MSGL 501	Preparing for Global Business Leadership (CETYS NMA307 Leadership and Sustainable Development)	2
MSGL 502	Global Business Leadership Ethics (CETYS NMA201 Ethics and Responsibility)	2
MSGL 508	Global Business Communications and Strategy (CETYS NMA346 Business Communication)	2
MSGL 516	International Comparative Leadership and Human Resources Management (CETYS NMA223 Leadership and Human Development)	3
MSGL 523	Finance for Global Leaders (CETYS NMA220 Financial Management)	3

MSGL 531	Marketing for Global Business (CETYS NMA224 Marketing)	2
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### **MSGL 501 | PREPARING FOR GLOBAL BUSINESS LEADERSHIP**

**Units: 2 Repeatability: No**

This course provides students with the essential knowledge about their leadership strengths and weaknesses so that they can lead and follow more effectively and ethically. It will launch the journey of leadership self-discovery to strengthen important leadership skills and discover students' hidden potential for leadership. Equally, this course will develop a greater sensitivity to the ethical dimensions of leadership. Learning to recognize the importance of questions of purpose and to understand leadership as a form of service to others is an important insight and a balance to one's personal ambitions.

### **MSGL 502 | GLOBAL BUSINESS LEADERSHIP ETHICS**

**Units: 2 Repeatability: No**

Prerequisites: MSGL 501 with a minimum grade of C-

This course emphasizes the essential concepts associated with business practices and ethical values that prevail for the most effective and successful global leaders. Course objectives include recognizing your own ethical viewpoint and its implications for decision making; appreciating the value inherent in the ethical viewpoints and decision making of others; distinguishing differences in ethical foundations around the globe; identifying the pitfalls of human decision making and their effects in organizations; recognizing the fit between your values and those of an organization.

### **MSGL 506 | LEADING DIVERSE GLOBAL TEAMS**

**Units: 1 Repeatability: No**

This course expands on the multiple leadership models evaluated in the 1st semester and examines their applicability to varied global situations. It provides concepts, mental frameworks, and skills for socially responsible and ethical leadership of international teams. Topics covered include leading multicultural and virtual teams, creative problem solving and conflict resolution, appreciating and capitalizing on cultural diversity, moral considerations in power and politics, promoting multi-national visions, and creating socially responsible organizational cultures.

### **MSGL 508 | GLOBAL BUSINESS COMMUNICATIONS AND STRATEGY**

**Units: 2**

This course focuses on the critical thinking, analysis, and practical skills essential to developing and implementing communications strategies that advance an organization's strategic goals and mission in a highly competitive global business environment. Students will be introduced to various core strategic management concepts and models. The course further emphasizes elements of persuasive communication; how to design messages for culturally diverse and possibly resistant audiences, and how to present that information in a credible, convincing, and professional manner.

### **MSGL 512 | GLOBAL POLITICS, POLICY AND LAW**

**Units: 2 Repeatability: No**

Prerequisites: MSGL 513 with a minimum grade of C-

This course examines the complex array of political, legal, historical and ethical concerns within the global business environment. Coverage includes non-market strategy; business ethics; diverse interests of various stakeholders; individual versus societal interests; public policy; globalization; and government regulation of, and support for, business.

**MSGL 513 | UNDERSTANDING INTERNATIONAL BUSINESS****Units: 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 514 | CHANGE MANAGEMENT FOR GLOBAL LEADERS****Units: 2 Repeatability: No**

Prerequisites: MSGL 501 with a minimum grade of C- and MSGL 506 with a minimum grade of C-

This course is designed to assist students in the practice of ethical leadership and management of change of international organizations. As a result of actively participating in this course, students will develop their leadership potential and their understanding of the challenges, techniques, and burdens associated with initiating and implementing major change in a global organization. The course will compare organizational development and planned change with other forms of international organizational change, and evaluate the steps associated with a planned organizational change process.

**MSGL 515 | GLOBAL SUPPLY CHAIN MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: MSGL 513 with a minimum grade of C-

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.

**MSGL 516 | INTERNATIONAL COMPARATIVE LEADERSHIP AND HUMAN RESOURCES MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: MSGL 501 with a minimum grade of C- and MSGL 513 with a minimum grade of C-

This course prepares participants to recognize the differences in cultural value systems and behaviors in the global environment, and how they affect leadership. Practical suggestions on how to succeed as a manager in foreign cultures and as a manager of foreign nationals will be examined. The course compares and contrasts the styles and effectiveness of leadership practices of contemporary and historical leaders. This course also provides an overview of the field of Human Resource Management by highlighting such topics as recruitment, selection, benefits, performance appraisal, compensation, labor relations and recent trends within the context of relevant international laws.

**MSGL 523 | FINANCE FOR GLOBAL LEADERS****Units: 3 Repeatability: No**

This course introduces the student to the major topics in corporate finance. The student will learn some of the financial tools used by professionals, and also increase their understanding of the tasks and issues that are relevant to conducting business globally. The emphasis is on applied decision making relevant to the financial manager: investment decision (capital budgeting), financing decision (capital structure), project/asset valuation and using derivatives in managing global management risks. Specific topics include financial accounting principles that provide the foundation for the measurement and communication of financial data (basic statements, financial statement and ratio analysis, analysis of free cash flow), time value of money, valuation of financial instruments (stocks and bonds), capital budgeting, an introduction to capital markets, capital structure issues, dividend policy, global financial markets, and using derivatives to hedge global currency risks.

**MSGL 525 | INTERNATIONAL NEGOTIATIONS****Units: 1 Repeatability: No**

This course examines – in a cross-cultural context – the key features of integrative (i.e., pie expanding) and distributive (i.e., pie slicing) negotiations, such as BATNAs, target points, anchoring, resistance points, and creating options. It also explores critically important methods of persuasion, how to use such methods effectively, and how to defend against them. This course also focuses on issues of leadership, ethics and trust and how these issues may be further complicated when negotiating in a cross-cultural context.

**MSGL 526 | ADVANCED INTERNATIONAL NEGOTIATIONS****Units: 1 Repeatability: No**

Prerequisites: MSGL 525 with a minimum grade of C-

This second course in negotiations builds upon the knowledge delivered in the first Negotiations course and focuses on difficult people and circumstances, problem solving and creativity, multi-party negotiations, and team negotiations – and how these issues may be further complicated when negotiating in a cross-cultural context. In an increasingly interdependent world, the ability to negotiate with people with diverse socio-cultural backgrounds and in different regions of the world is crucial for managers and leaders. This course will offer practical skills to navigate these complex negotiations scenarios.

**MSGL 527 | INTERNATIONAL STRATEGIC PLANNING AND MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: MSGL 523 with a minimum grade of C-

This course examines strategic planning, including the development of global analyses, the establishment of prioritization matrices, and the development of appropriate key performance indicators to fulfill strategic objectives. Students will practice strategic problem solving and decision-making from the perspective of global leaders, who are culturally consonant, ethical and innovative. Building on international mergers and acquisitions, the second part of the course is dedicated to strategic implementation tools, including, but not limited to integration tools, implementation matrices, synergistic analyses, and innovation tools.

**MSGL 531 | MARKETING FOR GLOBAL BUSINESS****Units: 2**

This course examines the key elements of marketing and the opportunities and the challenges of operating in a rapidly changing global marketplace. This course will cover topics such as the cultural environment in which marketers operate, market research, segmentation, positioning, promotion, and pricing. Further, this course will focus on practical decision making within a socially responsible and ethical framework.

**MSGL 540 | GLOBAL LEADERSHIP CAPSTONE PROJECT****Units: 2 Repeatability: No**

Prerequisites: MSGL 501 with a minimum grade of C- and MSGL 506 with a minimum grade of C- and MSGL 514 with a minimum grade of C-  
This course is the capstone of the global leadership degree. Each student will participate in a project that will model the leadership challenges and behaviors of a corporate manager involved in the global business arena. These projects may involve areas and challenges of finance, marketing, international business, or management. The project will serve to exercise ethical global leadership skills and distinct knowledge gained during the entire curriculum.

## 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 and its Burnham-Moores Center for Real Estate, which has an outstanding reputation throughout the region.

## Dual Degree Programs

### MSRE/MBA Dual Degree Program

The School of Business offers students the opportunity to obtain both an MSRE and an MBA currently in two or two and a half years. Students benefit from both business and real estate courses and will receive two diplomas upon completion of all coursework. Students must apply to and be accepted into both programs and can begin with either program. For more information about this dual degree program, see the MBA Dual Degree section of the catalog.

### MSRE/JD Dual Degree Program

The School of Business offers a dual degree program in conjunction with the School of Law. This dual degree offers the concurrent pursuit of a JD degree along with an MSRE. Since these programs allow the concurrent pursuit of two degrees, with up to 12 units being credited to both a JD degree and an MSRE, students generally complete both programs in 3.5 or 4 years for a savings of up to one semester of time and expense. As graduate credits may not be transferred to the law school until the entire first year of law study is completed, students must begin the dual degree with the JD program in order to maximize the full benefit of double-counting coursework. Students interested in the dual degree program must apply to and be accepted by both schools. Students generally begin the dual degree program in their second year of law school.

Students in the MSRE/JD program complete the following MSRE requirements.

Code	Title	Units
MSRE 500	The Real Estate Process	2
MSRE 502	Real Estate Law and Public Policy	3

MSRE 503	Commercial Real Estate Finance and Investment	3
MSRE 507	Real Estate Development	3
MSRE 508	Commercial Real Estate Valuation	2
MSRE 509	Commercial Real Estate Capital Markets	3
MSRE 510	Real Estate Capstone	2
MSRE 513	Real Estate Market Analysis	3
MSRE 514	Strategic Asset Management	2
MSRE 516	Real Estate Feasibility Analysis	3
<b>Total Units</b>		<b>26</b>

## International Dual Degree Program

Student enrolled in IRE|BS International Real Estate Business School Universität in Regensburg, Germany (<https://www.uni-regensburg.de/business-economics-and-management-information-systems/real-estate/>), are eligible to earn an MSRE degree at the University of San Diego School of Business. Students begin their education at IRE|BS and arrive at USD in the late summer of their second-year MSc program.

Situated in southeast Germany at the confluence of the Danube, Naab and Regen Rivers, the University of Regensburg was the first public university in Germany to offer a complete, interdisciplinary teaching and research in the field of real estate. IRE|BS is one of the largest institutions in Europe offering study real estate, covering all industry-specific features of real estate and real estate companies.

Students in the international dual degree program must complete all MSRE program requirements at either USD or IRE|BS (<https://www.uni-regensburg.de/business-economics-and-management-information-systems/real-estate/>) and are required to take a minimum of 24 semester units at USD.

## Additional Admission Requirements

See the Admission (p. 583) page for basic admission requirements.

Entrance Semester	Fall
Minimum GPA	3.0 (4.0 scale)
Application Deadlines	Nov. 1, Jan. 15, Mar. 1, May 1. Applications will be considered after these deadlines on a space-available basis.
Standardized Admission Test	GMAT (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.
Required Coursework	Bachelor's degree. No specific undergraduate coursework required
Required Licenses/Credentials	None
Additional Requirements	Two letters of recommendation
	Two years of work experience
	Applicants who received their bachelor's degree from a non-US educational institution must have their transcripts evaluated. See International Student Applicants.
	Tuition Deposit of \$1,000



## MSRE Degree Requirements

Code	Title	Units
MSRE 500	The Real Estate Process	2
MSRE 502	Real Estate Law and Public Policy	3
MSRE 503	Commercial Real Estate Finance and Investment	3
MSRE 505	Negotiations	2
MSRE 506	Property Management	1
MSRE 507	Real Estate Development	3
MSRE 508	Commercial Real Estate Valuation	2
MSRE 509	Commercial Real Estate Capital Markets	3
MSRE 510	Real Estate Capstone	2
MSRE 512	Technology and Databases for Real Estate Analysis	1
MSRE 513	Real Estate Market Analysis	3
MSRE 514	Strategic Asset Management	2
MSRE 516	Real Estate Feasibility Analysis	3
MSRE 517	Sustainable Real Estate	2
<b>Total Units</b>		<b>32</b>

**MSRE 500 | THE REAL ESTATE PROCESS****Units: 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****Units: 3 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

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****Units: 3 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

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****Units: 2 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

Negotiations are central to most decisions made about a real estate asset starting from the original acquisition agreement to the lease agreement, operations and management, as well as disposition. These negotiations often present ethical dilemmas for the parties involved. This course explores the science and art of negotiation with “science” learned largely through readings and discussions, and “art” learned through experience gained in simulated real estate negotiations in which students examine the ethical dilemmas facing various parties to a transaction.

**MSRE 506 | PROPERTY MANAGEMENT****Units: 1 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

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****Units: 3 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

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****Units: 2 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

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****Units: 3 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

This course examines the major capital sources for commercial real estate investment and highlights the recent trends in the capital markets. It compares and contrasts the four categories of real estate capital—private debt, private equity, public debt and public equity and discusses the instruments and deal structures in each category. Students will learn how to arrange the capital stock for a real estate transaction and how different structures allocate investment risk and return to various parties. Topics in this course include mezzanine financing, real estate syndication, private real estate funds, real estate investment trusts (REITs), commercial mortgage-backed securities (CMBS), and global real estate capital markets.

**MSRE 510 | REAL ESTATE CAPSTONE****Units: 2 Repeatability: No**

Prerequisites: MSRE 502 with a minimum grade of C- and MSRE 503 with a minimum grade of C-

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 512 | TECHNOLOGY AND DATABASES FOR REAL ESTATE ANALYSIS****Units: 1**

Prerequisites: MSRE 500 with a minimum grade of C- (Can be taken Concurrently)

This course examines the long-term strategic decisions in managing real estate assets. It focuses on the financial implications of these decisions by assessing their impact on a real estate investment's future cash flow stream, the riskiness of these cash flows, and the asset's underlying value. Specific topics include identifying and analyzing refinancing and recapitalization opportunities; planning capital expenditures such as renovation and expansion; developing and implementing repositioning strategies; and evaluating disposition options. This course will also consider the role of real estate in a corporation and in a multi-asset portfolio.

**MSRE 513 | REAL ESTATE MARKET ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

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 514 | STRATEGIC ASSET MANAGEMENT****Units: 2 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

This course examines the long-term strategic decisions in managing real estate assets. It focuses on the financial implications of these decisions by assessing their impact on a real estate investment's future cash flow stream, the riskiness of these cash flows, and the asset's underlying value. Specific topics include identifying and analyzing refinancing and recapitalization opportunities; planning capital expenditures such as renovation and expansion; developing and implementing repositioning strategies; and evaluating disposition options. This course will also consider the role of real estate in a corporation and in a multi-asset portfolio.

**MSRE 516 | REAL ESTATE FEASIBILITY ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

This is a project-based course involving several real life cases. For example, finding a site for a new concept urban grocer, determining site values using land residual techniques, re-using a retail big box, and proposing the best use for a development site. Student teams perform a comprehensive analysis to assess the feasibility of various concepts and best strategies. Key components may include: conducting market analysis, reviewing the entitlement requirements/challenges, designing the site layout, estimating construction and site costs, performing a pro forma budget for both construction and stabilized occupancy. Students also spend time evaluating risks in the development process, and pricing, managing and/or mitigating such risks.

**MSRE 517 | SUSTAINABLE REAL ESTATE****Units: 2 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

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 | SPECIAL TOPICS****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: MSRE 500 with a minimum grade of C-

Topics of current interest in real estate. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. Additional prerequisites may be added depending on topic selected.

## 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 online Master of Science in Supply Chain Management (MSSCM) is designed for students with knowledge in one or more of the functions included in supply chain management. Participants gain advanced expertise needed to help organizations progress to world-class supply chain management status.

At the completion of this program, students who have mastered the curriculum will be able to:

- Demonstrate mastery of the principles of world-class supply chain management;
- Identify gaps between their organization’s processes and world-class processes;
- Demonstrate success as an ethical leader in supply chain management; and,
- Demonstrate teamwork and team leadership skills.

The 30-unit MS-SCM program is offered online in a lock-step, cohort-based format and requires approximately 17 months for completion. The hybrid delivery format employs a blended approach to learning, whereby students come to campus for three required residency sessions, completing the remainder of the instruction via online learning. Regular asynchronous discussions allow students to participate in courses at a time that is convenient for them, often increasing the frequency and depth of involvement with their classmates and instructors. Students often make deeper connections with their online colleagues than in a bricks-and-mortar classroom.

The curriculum is designed to blend proven concepts with contemporary best practices found in successful businesses and governments throughout the world.

In addition to the MSSCM as a stand alone degree, students may also pursue the following programs:

- MSSCM/MBA Dual Degree
- BBA-SCM/MSSCM Combined Degree

## Admission Requirements

Basic admission requirements include:

- two years of experience in a relevant supply chain management position, an undergraduate degree in supply chain or industrial engineering, or a minor in supply chain with experience in a supply chain internship or competition;
- a Bachelor’s degree from an accredited college or university;
- additional screening related to the assessment of academic competence is typical of that found for entry into most business graduate degree programs;
- applicants who do not meet the minimum work experience requirement, or have an undergraduate GPA of 3.0 or less, may be required to submit a GMAT score.

In addition, candidates will be expected to provide:

- two letters of recommendation from the applicant’s supervisor, a colleague, direct report, or university professor\*;
- Statement of Purpose—a short essay reflecting the applicant’s personal and professional objectives and expectations for the program;
- résumé describing work experience to date;
- a sample supply chain work or class product;
- college or university transcripts (officially sealed) from each college or university attended;
- International students who possess an L-1 (business visa) may apply.

\*Only one letter of recommendation is required for combined degree applicants.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

Entrance Semesters	Fall
Application Deadline	November 1, January 15, March 1, May 1 (applications will be considered on a space-available basis after May 1st)
Minimum Grade Point Average	3.0 (4.0 scale) Preferred

## MSSCM Degree Requirements

Code	Title	Units
MSCM 501	Supply Chain Strategy and Design	3
MSCM 502	Logistics and Distribution Management	3
MSCM 503	Supply Management	3
MSCM 504	Operations Management	3
MSCM 505	International Negotiations	2
MSCM 506	Law, Ethics and Contracts for Supply Chain Management	2
MSCM 507	Leadership and Change Management for Supply Chain Managers	2
MSCM 511	Finance and Risk Management	2
MSCM 512	Strategic Cost Management	3
MSCM 513	Supply Chain Analytics	2
MSCM 514	Sustainable Global Supply Chain Management	2
MSCM 515	Value Network Management	3
<b>Total Units</b>		<b>30</b>

In addition to the 30 units of required coursework, students may add the following electives to their program of study. These courses are not required, unless requested by the student’s employer.

Code	Title	Units
MSCM 531	Project Management Principles	3
MSCM 533	Advanced Integrative Project	3

## MSSCM/MBA Dual Degree Program

The School of Business offers students the opportunity to obtain both an MSSCM and an MBA currently in two to three years. Students benefit from both business and supply chain courses and will receive two diplomas upon completion of all coursework. Students must apply to and be accepted into both programs and can begin with either program. For more information about this dual degree program, see the MBA Dual Degree section of the catalog.

## Combined Degree Program (BBA/MSSCM)

Undergraduates who are completing a degree in supply chain management can apply for admission to the MS program before finishing the BBA. Students may apply up to 11 units of course work toward the requirements for both degrees. Applications are accepted during a student's junior or senior year as an undergraduate, following a process similar to the standard application procedure for admission to the MSSCM program. Admitted students have undergraduate status until they complete their BBA degree requirements, then become graduate students during the subsequent Fall semester. Students need to complete a minimum of 19 units while they have graduate student status in order to satisfy the combined degree program requirements.

The undergraduate courses below, with a grade of B or higher, may be used to fulfill graduate coursework.

Code	Title	Units
DSCI 303	Operations Management	3
BSCM 300	Global Purchasing and Supply Management	3
BSCM 303	Strategic Cost Management	3
BSCM 305	Sustainable Global Supply Chain Management	3

Upon completion of the BBA, admitted combined degree students will complete the courses below to earn the MSSCM degree.

Code	Title	Units
MSCM 501	Supply Chain Strategy and Design	3
MSCM 502	Logistics and Distribution Management	3
MSCM 505	International Negotiations	2
MSCM 506	Law, Ethics and Contracts for Supply Chain Management	2
MSCM 507	Leadership and Change Management for Supply Chain Managers	2
MSCM 511	Finance and Risk Management	2
MSCM 513	Supply Chain Analytics	2
MSCM 515	Value Network Management	3

### MSCM 501 | SUPPLY CHAIN STRATEGY AND DESIGN

**Units: 3 Repeatability: No**

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 502 | LOGISTICS AND DISTRIBUTION MANAGEMENT

**Units: 3 Repeatability: No**

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 503 | SUPPLY MANAGEMENT

**Units: 3 Repeatability: No**

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 504 | OPERATIONS MANAGEMENT

**Units: 3 Repeatability: No**

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 505 | INTERNATIONAL NEGOTIATIONS

**Units: 2 Repeatability: No**

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 506 | LAW, ETHICS AND CONTRACTS FOR SUPPLY CHAIN MANAGEMENT****Units: 2 Repeatability: No**

Prerequisites: (MATH 130 or MATH 150)

Explores the legal context of supply chain management in areas of contract formation, obligations, remedies and dispute resolution in an international setting. Examines the overlapping roles of ethics and regulation in defining socially responsible business enterprise and standards for behavior. Three basic ethical theories are applied to supply chain management, especially purchasing. Current issues of social and environmental justice are introduced as catalysts for proactive policy formation and world-class supply chain performance. Ethics, diversity and legal issues are of paramount concern to organizations that operate in today's global environment that pits supply chain against supply chain. Proactive companies recognize that striving for diversity and maintaining ethical policies and actions help enable world-class supply chain management. Topics addressed include diversity suppliers, protecting the physical environment, workplace values, ethics in business, contract formation and the legal context of supply chain management.

**MSCM 507 | LEADERSHIP AND CHANGE MANAGEMENT FOR SUPPLY CHAIN MANAGERS****Units: 2 Repeatability: No**

This course is designed to assist students in the practice of ethical leadership and management of change. As a result of actively participating in this course, students will understand theories and practices of leadership, the properties of influence and strategies to control internal and external perceptions. Students will begin to map their current and future organizations, suppliers and e involvement in organization change interventions.

**MSCM 511 | FINANCE AND RISK MANAGEMENT****Units: 2 Repeatability: No**

Supply Chain Managers require knowledge of finance tenable analysis of projects, the justification for proactive investments and estimation of supply chain costs. Topics addressed include: financial statements analysis, valuation, capital budgeting (net present value, internal rate of return, management of working capital, international financial markets and risk management (options, futures contracts, forward contracts).

**MSCM 512 | STRATEGIC COST MANAGEMENT****Units: 3 Repeatability: No**

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 513 | SUPPLY CHAIN ANALYTICS****Units: 2 Repeatability: No**

This course introduces the data analytics process (acquisition, exploration, pre-processing, analysis) and concepts (structured vs. unstructured data, descriptive / prescriptive / predictive analytics). It will also introduce commonly used analytical and modeling approaches and demonstrate their applications to various domains of a supply chain, including, for example, logistics, production and sourcing, inventory management and forecasting.

**MSCM 514 | SUSTAINABLE GLOBAL SUPPLY CHAIN MANAGEMENT****Units: 2 Repeatability: No**

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 515 | VALUE NETWORK MANAGEMENT****Units: 3 Repeatability: No**

"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 531 | PROJECT MANAGEMENT PRINCIPLES****Units: 3 Repeatability: No**

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 533 | ADVANCED INTEGRATIVE PROJECT****Units: 3 Repeatability: No**

The advanced integrative project is a supply chain-based project course. Students are encouraged to identify and scope the project (with assistance from the instructor if necessary) and the project should be approved by the course instructor. Depending on scope, a project may be conducted in a team environment upon instructor approval. Topics addressed in this course also include team formation, developing charters, project management, quantifying financial impacts and presentation skills. This course is often split into two parts across multiple terms.

**MSCM 533A | INTEGRATIVE PROJECT I****Units: 1 Repeatability: No**

The advanced integrative project is a supply chain-based project course. Students are encouraged to identify and scope the project (with assistance from the instructor if necessary) and the project should be approved by the course instructor. Depending on scope, a project may be conducted in a team environment upon instructor approval. Topics addressed in this course also include team formation, developing charters, project management, quantifying financial impacts and presentation skills. This course is often split into two parts across multiple terms.

**MSCM 533B | INTEGRATIVE PROJECT II****Units: 2 Repeatability: No**

The advanced integrative project is a supply chain-based project course. Students are encouraged to identify and scope the project (with assistance from the instructor if necessary) and the project should be approved by the course instructor. Depending on scope, a project may be conducted in a team environment upon instructor approval. Topics addressed in this course also include team formation, developing charters, project management, quantifying financial impacts and presentation skills. This course is often split into two parts across multiple terms.

**MSCM 566 | PROJECT MANAGEMENT PRINCIPLES****Units: 3**

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****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 581A | INTERNATIONAL NEGOTIATIONS****Units: 1 Repeatability: No**

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 581B | INTERNATIONAL NEGOTIATIONS II****Units: 1 Repeatability: No**

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 581C | INTERNATIONAL NEGOTIATIONS III****Units: 1 Repeatability: No**

Prerequisites: MSCM 581B with a minimum grade of C-

Addresses the art and science of negotiation with “science” learned through readings and “art” learned through experience gained in simulated negotiations. These negotiations normally are set in a foreign country, exposing participants to nuances of conducting business abroad. Helps integrate the program with work conducted both on-line and during the residence sessions held on campus.

**MSCM 582 | DISTRIBUTION AND LOGISTICS MANAGEMENT****Units: 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****Units: 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 e involvement in organization change interventions.

**MSCM 584 | LAW, ETHICS AND CONTRACTS FOR SUPPLY CHAIN MANAGEMENT****Units: 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 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****Units: 2 Repeatability: No**

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****Units: 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****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

The advanced integrative project is a sponsor-based, supply chain-based project. Projects are approved by management of the sponsoring organization and the director of S CMI and have the potential of contributing significantly to the sponsors' bottom lines. The projects may be conducted in a team environment if the project value exceeds the combined tuition of the team members. Topics addressed include team formation, developing charters, project management, quantifying financial impacts and presentation skills.

**MSCM 599A | ADVANCED INTEGRATIVE PROJECT I****Units: 1 Repeatability: No**

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.

**MSCM 599B | ADVANCED INTEGRATIVE PROJECT II****Units: 2 Repeatability: No**

Prerequisites: MSCM 599A with a minimum grade of C-

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.

## School of Leadership and Education Sciences

### Administration

Joi Spencer, PhD, INTERIM DEAN

Sarina Molina, EdD, ASSOCIATE DEAN

Linda N. Dews, MEd, ASSISTANT DEAN

Heather Herrera, PhD, ASSISTANT DEAN, Accreditation and Assessment

Vlad Bolsakov, MBA, ASSISTANT DEAN, Finance and Administration

TBD, DIRECTOR, Development

Corinna Lewis, BA, ASSISTANT DIRECTOR, Marketing and Communications

Amanda Gonzales, BBA, ASSISTANT DIRECTOR, Alumni Relations

Rachelle Martinez, MA, ASSISTANT DIRECTOR, Student Engagement

Lea Hubbard, PhD, CHAIR, Leadership Studies

Reyes Quezada, EdD, CHAIR, Learning and Teaching

Erika Nash Cameron, PhD, CHAIR, Counseling & Marital and Family Therapy

Lieutenant Colonel Scot Hodgdon, USA, MS, PROFESSOR, Military Science

Captain Darrick Noah, USA, BA, Assistant Professor, Military Science

Captain Gerald Olin, USN, MS, MA, CHAIR, Naval Science

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

Wendell Callahan, PhD, EXECUTIVE DIRECTOR, Catholic Institute of Mental Health Ministry & DIRECTOR, Clinical Training

Todd Edwards, PhD, DIRECTOR, Marital and Family Therapy Program

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

Cheryl Getz, EdD, DIRECTOR, Leadership Minor

Emily Young, PhD, EXECUTIVE DIRECTOR, The Nonprofit Institute

Laura Deitrick, PhD, ASSOCIATE DIRECTOR, The Nonprofit Institute

Lisa Dawley, PhD, EXECUTIVE DIRECTOR, The Jacobs Institute for Innovation in Education

Monte Kalisch, MS, DIRECTOR, Technology Strategy & Development, The Jacobs Institute for Innovation in Education

Edward DeRoche, PhD, DIRECTOR, Character Education Resource Center

Jacqueline Kennedy, MA, DIRECTOR, Manchester Family Child Development Center

Lorri Sulpizio, PhD, EXECUTIVE DIRECTOR, Conscious Leadership Academy

Beth Garofalo, MEd, ACADEMIC PROGRAMS MANAGER, Leadership Studies

Sergio E. Rodriguez, MA, ACADEMIC PROGRAMS MANAGER, Learning and Teaching

Lily Vistica, MS, ACADEMIC PROGRAMS MANAGER, Counseling & Marital and Family Therapy

## Faculty

Viviana Alexandrowicz, PhD

Leslie Boozer, PhD

Sandy Buczynski, PhD

Wendell Callahan, PhD

Erika Nash Cameron, PhD

Laura Deitrick, PhD

Robert Donmoyer, PhD

Todd M. Edwards, PhD

Ana U. Estrada, PhD

James Fabionar, PhD

Fred Galloway, EdD

Ann Garland, PhD

Cheryl Getz, EdD

Nedeljko Golubovic, PhD

Zachary Green, PhD

Catherine Griffith, PhD

Kristopher G. Hall, PhD

C. Bobbi Hansen, EdD

Lea Hubbard, PhD

Rebekka Jez, EdD

Antonio Jiminez-Luque, PhD

Maya Kalyanpur, PhD

David Karp, PhD

Marcus Lam, PhD

Joseph Lathan, PhD

Florencia Lebensohn-Chialvo, PhD

Ian Martin, EdD

Sarina Molina, EdD

Theresa Monroe, RSCJ, EdD

Jo Ellen Patterson, PhD

Reyes Quezada, EdD

Nydia Sanchez, PhD

Hans Peter Schmitz, PhD

Joi A. Spencer, PhD

Suzanne Stolz, EdD

Sandra Tabet, PhD

Carrie Tremble, PhD

Lee Williams, PhD

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

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

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

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

## Vision Statement

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



## Mission Statement

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

## Internationalization Experience Requirement

School of Leadership and Education Sciences (SOLES) students are required to complete an international experience to graduate. SOLES recognizes that students are living in a global society and they need to understand how other countries and cultures approach the issues and concepts in their program areas. The internationalization experience will strengthen students in their current lives and future careers. Each program has identified specific ways in which its students can meet the internationalization requirement, including participation in a global study course offered through the SOLES Global Center. Students should check with their respective program/department for more information on options for satisfying the SOLES International Experience Requirement. Please note: Beginning in Summer 2011, courses with an “I” designation following the course number are courses that satisfy this requirement.

## Centers and Institutes

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

## Academic Degree Programs, Credentials and Certificates

### Doctoral Degree

The School of Leadership and Education Sciences offers two doctoral degrees. The Doctor of Philosophy degree in Leadership Studies is housed in the Department of Leadership Studies and the Doctor of Philosophy in Education for Social Justice is housed in the Department of Learning and Teaching. The 57-unit PhD in Leadership Studies requires the successful completion of a dissertation and allows students to develop their chosen career goals. The 48-unit PhD in Education for Social Justice is available in two pathways, a fully online professional pathway, and an academic hybrid pathway. Candidates for the PhD in Education for Social Justice are expected to complete a dissertation.

### Master's Degrees

The master's programs in SOLES prepare qualified professional personnel in education and related areas through a sequence of graduate work that includes field and laboratory experiences as well as coursework. The School of Leadership and Education Sciences grants two master's degrees: the Master of Arts (MA) and the Master of Education (MEd). 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 Council for the Accreditation of Educator Preparation.

### Certificate Programs

SOLES offers a variety of certificate programs designed to enhance students' professional learning. Please see your academic advisor or program director for details about certificates currently being offered.

## Transfer of Credit

Students may transfer up to six appropriate master's-level units taken at an accredited and approved institution within the past five years into a 30-44 unit program, up to nine units into a program requiring 45 or more units, and up to 12 units into a PhD program, with the approval of the advisor and program director/department chair, Associate Dean and clearance by the Office of the Registrar.

## 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

### Chair

Lea Hubbard, PhD

### Faculty

Leslie Boozer, EdD

Laura Deitrick, PhD

Robert Donmoyer, PhD

Fred Galloway, EdD

Cheryl Getz, EdD

Zachary Green, PhD

Antonio Jimenez Luque, PhD

David Karp, PhD

Marcus Lam, PhD

Nydia Sanchez, PhD

Hans Peter Schmitz, PhD

An acknowledged pioneer in the understanding of leadership dynamics, the Department of Leadership Studies addresses the demands of a changing world for new answers. Our award winning faculty is committed to personalizing the experience of each student to empower them to contribute in a more fulfilling manner regardless of their profession or position. The Leadership Studies Department offers a PhD program, and three master's degree programs, as well as certificate programs.

## Doctor of Philosophy Degree Program

As the nation's first interdisciplinary doctoral program in Leadership Studies, USD is internationally recognized as an institution of dynamic innovation and scholarly excellence. Known for our close student/faculty engagement and collaboration, we offer a rigorous yet practical course of study grounded in prevailing theory and a social change orientation. The program is designed to empower the next generation of researchers, scholars and practitioners to make significant contributions to the field of leadership studies and efforts to address the pressing needs of the world at large.

The 57-unit program includes required leadership courses, electives consistent with the student's career goals, a minimum of four 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 57 semester-units beyond the master's degree.

## General Regulations

- Academic Performance Requirements**  
Doctoral students are required to maintain at least a 3.0 grade point average in their coursework throughout the program.
- 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.
- Transfer of Credit**  
With approval, a student may transfer up to 12 units of appropriate post-master's graduate coursework taken at an accredited and USD-recognized college or university up to five years prior to the student's entry into the USD program (See here (p. 582) and for more information on Transfer of Graduate Credit). A student previously enrolled elsewhere in an accredited doctoral program recognized by USD may appeal to the faculty and the Dean's Office for the transfer of more than 12 units.  
Transferred credit must be for courses that are consistent with the goals of the Leadership Studies program. Transfer credit will normally not be substituted for either core or research courses. All core courses must be completed at USD.
- 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.
- Admission to Candidacy**  
Admission to candidacy (not equivalent to admission to the program) is achieved when the student has successfully completed Parts A and B of the Advancement to Candidacy process and all required courses, except for LEAD 695. Next, the candidate will have the proposal approved by the Institutional Review Board, if appropriate. The candidate is then ready to focus completely on the dissertation and is not eligible for a leave of absence.
- Dissertation**  
Successful written and oral defense of dissertation is required for graduation.
- Time Limit**  
A student must complete the doctoral program within seven years of the first semester of enrollment.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

Entrance Semester	Summer and Fall
Application Deadlines	Visit <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">www.sandiego.edu/soles/admissions/deadlines.php</a> ( <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">http://www.sandiego.edu/soles/admissions/deadlines.php</a> )
Recommended GPA	3.50 (4.0 scale) in master's coursework
Additional Requirements	Master's degree (completed prior to admission)
	Resume
	Statement of Purpose
	Three letters of recommendation

Interview for applicants who meet the preliminary selection criteria may be required

Preference will be given to applicants whose statement of purpose demonstrates commitment to the study of leadership, capacity for critical inquiry and creative thinking, and the potential for excellent scholarship

Note: No single criterion alone determines the Doctoral Admissions Committee's decision to admit or deny an applicant.

## Requirements for the Degree

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

### I. Core - 33 units

These foundational courses are required for all students; courses taken at other institutions may not be substituted.

Code	Title	Units
LEAD 602	Competing Conceptions of Knowledge and Research	3
LEAD 607	Applied Statistics and Quantitative Research Methods	3
LEAD 608	Qualitative Research Methods	3
LEAD 610	Dissertation Seminar	3
LEAD 611	Leadership Theories: Past, Present and Future	3
LEAD 612	Advanced Qualitative Research Methods	3
or LEAD 613	Advanced Quantitative Research Methods	
LEAD 619	Applied Leadership Practices: Integral Self and Systems Approach	3
LEAD 609	Evaluation: Theory and Practice	3
or LEAD 612	Advanced Qualitative Research Methods	
or LEAD 613	Advanced Quantitative Research Methods	
or LEAD 614	Special Topics in Advanced Research Methods	
or LEAD 615	Action Research Methods II	
or LEAD 616	Survey Research Methods	
LEAD 695	Dissertation	9
<b>Total Units</b>		<b>33</b>

## II. Area of Specialization/Electives - 24 units

With the assistance and approval of their advisors, students select electives to acquire an area of specialization. Students may select from 500 and 600 level classes at USD.

### Examples of Possible Areas of Specialization:

- Higher Education Leadership (community college, student affairs, general administration)
- Nonprofit/Philanthropic Leadership and Management
- Coaching and Organizational Consulting
- Educational Leadership for Innovation and Social Justice
- Leadership for International School Leaders
- Individualized Option

After completing all required units of LEAD 695, candidates must register for 1 unit each semester to maintain candidacy until the final, approved dissertation is submitted to the Office of the Registrar.

## III. International Experience

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

## IV. Advancement to Candidacy - Part A

Part A of this process involves the preparation of a qualifying paper that normally relates to a student's dissertation topic.

## V. Advancement to Candidacy - Part B

Part B of the Advancement to Candidacy process involves preparing and successfully defending a dissertation proposal.

## VI. Dissertation

Successful written and oral defense of dissertation is required for graduation.

# Master of Arts Degree Programs

Each of our 36-unit degree programs are 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. Our programs offer 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 (<https://catalogs.sandiego.edu/graduate/colleges-schools/leadership-education-sciences/leadership-studies/master-programs/higher-ed-leadership/>)
- Leadership Studies (<https://catalogs.sandiego.edu/graduate/colleges-schools/leadership-education-sciences/leadership-studies/master-programs/leadership-studies/>)
- Nonprofit Leadership and Management (<https://catalogs.sandiego.edu/graduate/colleges-schools/leadership-education-sciences/leadership-studies/master-programs/nonprofit-leadership-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 skills and ability to make an impact at four and two year colleges and universities. Students are encouraged to examine and reflect deeply on contemporary issues in higher education. The program blends theory, research, and practice to highlight areas of specific interest for students. The program also provides opportunities for graduate assistantships and international experiences.

All students in the Higher Education Leadership Program take courses in the leadership core. These courses are designed to enhance students' understanding of leadership theory, its practical applications and the ethical dimensions of leadership—concepts we believe are universally applicable in today's society. The core also includes an action research design and methodology course. Students also are required to take courses in the Higher Education core. These courses are designed to give students a strong foundation in higher education policy, history, organizational structures and diversity, as well as an exposure to the implications each has for leaders in higher education.

The remaining units include a practical experience or internship and electives. Students work closely with their advisor to design an experience in one of three higher education specializations:

1. Student Affairs,
2. Higher Education Administration, or
3. Community College Leadership.

Students will begin to design their final action research project in the Action Research Design and Methodology course and also have the opportunity to gain practical experience at a post-secondary site of their choosing. The elective courses chosen will also enhance students experience by providing additional opportunities to engage in theory and practice related specifically to each student's area of interest.

## Additional Admission Requirements

See the Admission (p. 583) page for basic admission requirements.

Entrance Semesters	Fall
Application Deadlines	Visit <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">www.sandiego.edu/soles/admissions/deadlines.php</a> ( <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">http://www.sandiego.edu/soles/admissions/deadlines.php</a> )
Minimum Grade Point Average	3.0 (4.0 scale) in all undergraduate coursework
Standardized Admission Test	Not required. Applicants at or near the minimum GPA may choose to submit Graduate Record Examination (GRE) general test scores to strengthen their application.
Additional Requirements	An interview may be required for admission.
	Resume
	Statement of Purpose
	Two letters of recommendation



## Program Requirements

Code	Title	Units
<b>Leadership Core</b>		<b>12</b>
LEAD 540	Introduction to Restorative Justice: A Global Social Movement	3
LEAD 550	Integral Leadership Theory	3
LEAD 551	Human Relations for Leaders	3
LEAD 559	Organizational Theory and Change	3
<b>Research Requirement</b>		<b>6</b>
LEAD 547	Action Research Methods I	3
LEAD 552	Action Research Practicum I	1.5
LEAD 553	Action Research Practicum II	1.5
LEAD 542P	Restorative Justice Practicum (LEAD 542P may take the place of 552 & 553)	
<b>Higher Education Core</b>		<b>9</b>
LEAD 569	Making Meaning and the Collegiate Experience	3
LEAD 571	History and Philosophy of Higher Education	3
LEAD 594	Higher Education Professional Development Seminar must take twice, for a total of 3 units to meet this requirement	1.5
<b>Higher Education Electives</b>		<b>9</b>
LEAD 541	Restorative Justice Facilitation Skill-Building Intensive	3
LEAD 555	Ethical Leadership for Global Social Justice	3
LEAD 565	Dynamics of Race, Gender and Culture in Higher Education	3
LEAD 568I	Global Perspectives in Higher Education	3
LEAD 576	Community College Leadership	3
LEAD 577	Higher Education Policy	3
LEAD 578	Higher Education Administration	3
LEAD 582	Women in Higher Education Leadership Summit (WHELS): Professional development and conferences	3
LEAD 594	Higher Education Professional Development Seminar Students in the SASC will register in 3 more units of 594, beyond the 3 units required for the HE core, which will count for 3 units of electives.	1.5

### International Requirement

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

### Exit Requirement

Action Research Project or Action Research Thesis (please consult advisor and student handbook for specific requirements)

## 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.

The MA in Leadership Studies program is guided by the three pillars:

- Development of an international and global mindset
- Prioritization of intercultural sensitivity and competence
- Commitment to social justice and advocacy

Guided by these three pillars, students develop a leadership identity and the knowledge and skills to be effective leaders and take life to the next level of excellence.

All students in the Leadership Studies Program take required courses 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. Students also take a 3-unit research design and methodology course and are required to take a 3-unit Leadership in Action course and engage in a practical experience at an external site of their choosing. Finally, students will enroll in three units of Capstone Seminar and complete a culminating project.

Students also select elective coursework that meets their specific needs and interests. Areas of specialization include: Organizational Leadership (including an opportunity for a Leadership Coaching Certificate), or Restorative Justice Facilitation and Leadership (with a certificate option). Students are also permitted to craft an individualized specialization using courses from Leadership Studies and other SOLES programs. Courses may also be selected from USD's graduate programs with approval of advisor and program administrator.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

Entrance Semesters	Fall, Spring and Summer
Application Deadlines	Visit <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">www.sandiego.edu/soles/admissions/deadlines.php</a> ( <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">http://www.sandiego.edu/soles/admissions/deadlines.php</a> )
Minimum Grade Point Average	3.0 (4.0 scale) in all undergraduate coursework
Standardized Admission Test	Not required. Applicants at or near the minimum GPA may choose to submit Graduate Record Examination (GRE) general test scores to strengthen their application.
Additional Requirements	An interview may be required for admission.
	Resume
	Statement of Purpose
	Two letters of recommendation

## Program Requirements

Code	Title	Units
<b>Leadership Core</b>		<b>12</b>
LEAD 545	Survey of Leadership Theories	3
LEAD 551	Human Relations for Leaders	3
LEAD 555	Ethical Leadership for Global Social Justice	3
LEAD 559	Organizational Theory and Change	3
<b>Research Requirement</b>		<b>3</b>
LEAD 549	Research Design and Methodology for Global and Intercultural Leaders	3
<b>Internship (Practical Experience)</b>		<b>3</b>
LEAD 598	Leadership In Action	3
<b>Capstone</b>		<b>3</b>
LEAD 589	Capstone Seminar	3
<b>Electives</b>		<b>15</b>
Electives are selected in consultation with an advisor from USD's graduate programs.		

### International Requirement

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

### Exit Requirement

The program has an exit requirement of a portfolio. Candidates will register for the Capstone Seminar (LEAD 589) in their final semester to receive scaffolding and support in the completion of their exit requirement. Candidates should also refer to the guidelines noted in their Handbook.

**Thesis:** This option is available for candidates who plan post-master's or doctoral work. Candidates who select this exit option will register for LEAD 595 Thesis Supervision in place of LEAD 589 Capstone Seminar. Guidelines for thesis work can be found in the Handbook. Candidates must continue to register for at least 1 unit of LEAD 595 each semester until the thesis has been approved.

## Master of Arts in Nonprofit Leadership and Management

This 36 unit degree presents an integrated course of study combining leadership theory and practice with proven management models, strategies and tools designed to produce thoughtful and effective nonprofit leaders. The program is designed for individuals who want to be part of an intentional learning community of practitioners and scholars in the nonprofit field. Students learn new ways of conceptualizing their work through their studies with noted faculty from the School of Leadership and Education Sciences as well as from prominent nonprofit practitioners who teach in the program.

Students in the Nonprofit Leadership and Management Program take a specified number of required courses, and select complementary elective coursework to meet their learning objectives and achieve their career goals. The nonprofit curriculum is focused on applied learning, which facilitates the transfer of knowledge from theory to practice. Many courses include applied projects in which students work independently or in teams to provide consulting services to nonprofits and foundations. These projects give students an opportunity to incorporate real-world expertise into their learning while building their professional networks. Examples of applied projects include organizational audits, governance documents, development plans, legislative campaigns, research-based programs and evaluation designs, and community engagement campaigns (among other products). Examples of noteworthy applied projects can be accessed through our online library (<https://digital.sandiego.edu/npi-bpl/>).

Students should note the following unique opportunities associated with this degree:

- Arts and Culture Leadership Certificate (p. 704)
- Optional National Credential with the Nonprofit Leadership Alliance (NLA) (<https://www.nonprofitleadershipalliance.org/members/>)
  - The National Credential is open to all current students and alumni of the Nonprofit Leadership and Management Program. Students wishing to receive the credential must complete the following:
    - Nonprofit competency requirements (which is a part of the MA program coursework). Competency areas of study include: nonprofit fundamentals, ethics, volunteer management, board development, fundraising and resource development, finance, management and marketing
    - Nonprofit service (this can be actual work experience in a nonprofit or volunteer work)
    - Bachelor's degree
    - Attendance at the Nonprofit Leadership Alliance Institute or an equivalent professional development meeting (i.e. Nonprofit Governance Symposium, State of Nonprofits Philanthropy Summit, etc.)
    - Personal essay on leadership

## Additional Admission Requirements

See the Admission page for basic admission requirements.

Entrance Semesters	Fall and Spring
Application Deadlines	Visit <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">www.sandiego.edu/soles/admissions/deadlines.php</a> ( <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">http://www.sandiego.edu/soles/admissions/deadlines.php</a> )
Minimum Grade Point Average	3.0 (4.0 scale) in all undergraduate and graduate coursework
Standardized Admission Test	Applicants whose Grade Point Averages are below a 3.00 (on 4.00 scale) should contact the program director in advance of application and may be asked to submit the Graduate Record Examinations (GRE) General Test for consideration.
Additional Requirements	Resume
	Statement of Purpose
	Two letters of recommendation

## Program Requirements

Code	Title	Units
<b>Required Core Courses</b>		<b>27</b>
LEAD 500	Research, Design and Evaluation of Nonprofit Programs	4
LEAD 501	Nonprofit Sector: Theory & Practice	3
LEAD 503	Nonprofit Finance	3
LEAD 505	Developing Human Capital	3
LEAD 506	Resource Development and Marketing	3
LEAD 507	Community Partnerships & Civic Engagement	3
LEAD 510	Board Development	2
LEAD 545	Survey of Leadership Theories	3
or LEAD 550	Integral Leadership Theory	
LEAD 559	Organizational Theory and Change	3
<b>Elective Courses</b>		<b>9</b>
Select 9 elective units from list below		
<b>Total Degree Units</b>		<b>36</b>

Please note: In rare instances where a student has a demonstrated competency in one of the core curriculum subjects the student may approach the program director and subsequently, the course professor, about opting out of that course. If the director and professor agree, the student may substitute elective units for those required courses. No other course substitutions will be granted.

Code	Title	Units
<b>Electives choices</b>		
LEAD 504	Human Relations for Leaders	1
LEAD 508	Grant Making for the Greater Good	2
LEAD 509	Legal Issues, Human Resources and Risk Management	2
LEAD 511	Strategic Planning and Positioning	2
LEAD 512	Policy Advocacy Leadership	3
LEAD 513	Advocacy Skills and Strategies	2
LEAD 514	Presentation Skills	2-3
LEAD 515	Social Entrepreneurship-Innovations in Creating Social Value	2-3
LEAD 517	Capital and Endowment Campaign Planning	2
LEAD 518I	Nonprofits and Civil Society in Guatemala	2

LEAD 519I	Understanding Bi-National Nonprofits In The Us-Mexican Border	2
LEAD 520	Volunteer Engagement	1
LEAD 525	Leadership in the Arts and Culture Sector	3
LEAD 526	Leading Visitor-Facing Nonprofits	3
LEAD 527	Arts and Cultural Leadership Institutional Tour	3
LEAD 555	Ethical Leadership for Global Social Justice	3
LEAD 597	Portfolio Seminar	1

Other electives may be added.

The majority of the courses offered in this program will contain an applied consulting project, completed on behalf of a nonprofit organization. A student may not undertake more than 50% of his or her applied projects with a single nonprofit client.

## International Requirement

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

## Exit Requirement

The terminal project for this degree is a portfolio of demonstrated competencies which will be evidenced by a submission of no fewer than three applied projects with accompanying supporting documents. Each portfolio will be evaluated by a nonprofit program faculty member and an external executive level nonprofit practitioner.

## Leadership Certificate Programs

The Department of Leadership Studies has designed graduate certificates for students preparing for leadership positions in a broad variety of organizational settings. These certificates can be combined as part of any of our graduate degrees or as stand alone certificates.

There are three current certificate opportunities:

- Arts and Culture Leadership - 9 units
- Leadership Coaching - 12 units
- Restorative Justice Facilitation and Leadership - 9 units

## Arts and Culture Leadership Certificate

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

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

A foundational class, *Leadership in the Arts and Culture Sector*, will cover essential and timely topics in arts and cultural leadership, including stewardship, infrastructure, operational needs, earned income, and the role and economic

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

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

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

Entrance Semesters	Fall
Application Deadlines	Visit <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">www.sandiego.edu/soles/admissions/deadlines.php</a> ( <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">http://www.sandiego.edu/soles/admissions/deadlines.php</a> )
Minimum Grade Point Average	3.0 (4.0 scale) in all undergraduate coursework
Standardized Admission Test	Not required. Applicants at or near the minimum GPA may choose to submit Graduate Record Examination (GRE) general test scores to strengthen their application. Additional Requirements: An interview may be required for admission.
Additional Requirements	An interview may be required for admission.
	Resume
	Statement of Purpose
	Two letters of recommendation

## Requirements for the Certificate

Code	Title	Units
LEAD 525	Leadership in the Arts and Culture Sector	3
LEAD 526	Leading Visitor-Facing Nonprofits	3
LEAD 527	Arts and Cultural Leadership Institutional Tour	3
<b>Total Units</b>		<b>9</b>

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

## Leadership Coaching Certificate

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

The University of San Diego's Leadership Coaching Certificate is a comprehensive program that uses proven approaches to prepare established and aspiring coaches with the skills needed to advance their professions. These approaches are unique in helping coaches become reflective practitioners who are able to bring quality and depth to their work in a range of professional settings.

An emphasis is placed on developing the coach as an instrument of practice, where the relationship with the client is at the center.

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

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

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

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

Entrance Semesters	Fall
Application Deadlines	Visit <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">www.sandiego.edu/soles/admissions/deadlines.php</a> ( <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">http://www.sandiego.edu/soles/admissions/deadlines.php</a> )
Minimum Grade Point Average	3.0 (4.0 scale) in all undergraduate coursework
Standardized Admission Test	Not required. Applicants at or near the minimum GPA may choose to submit Graduate Record Examination (GRE) general test scores to strengthen their application.
Additional Requirements	An interview may be required for admission.
	Resume
	Statement of Purpose
	Two letters of recommendation

## Requirements for the Certificate

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



## Exit Requirement - Final Performance Evaluation

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

## Nonprofit Management Certificate

Offered in collaboration with the Division of Professional and Continuing Education, the eight-course Nonprofit Management Certificate is designed to develop skills needed to successfully lead in a nonprofit organization. USD faculty and experienced practitioners in the nonprofit sector help students to build knowledge and skills in financial management, fundraising and grant writing, board development, staff and volunteer management, program evaluation and risk management. Courses are delivered in the classroom or in an online fixed-date format. Courses meet four times for just over three hours from 6:00 pm to 9:10 pm. Each class may be completed in one month. Participants may start in any semester and are welcome to sequence the courses to achieve their personal learning objectives. For enrollment information, contact the Division of Professional and Continuing Education. Students who complete this certificate program will also have the option to apply for the Certified Nonprofit Professional (CNP) credential from the Nonprofit Leadership Alliance (NLA).

## Restorative Justice Facilitation and Leadership Certificate

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

We invite you to learn more about this certificate and Restorative Justice at our Center for Restorative Justice website (<https://www.sandiego.edu/soles/leadership-studies/restorative-justice-facilitation-and-leadership-certificate/>).

Entrance Semesters	Fall or Spring
Application Deadlines	Visit <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">www.sandiego.edu/soles/admissions/deadlines.php</a> ( <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">http://www.sandiego.edu/soles/admissions/deadlines.php</a> )
Minimum Grade Point Average	3.0 (4.0 scale) in all undergraduate coursework
Standardized Admission Test	Not required. Applicants at or near the minimum GPA may choose to submit Graduate Record Examination (GRE) general test scores to strengthen their application.
Additional Requirements	An interview may be required for admission.
	Resume
	Statement of Purpose
	Two letters of recommendation

Code	Title	Units
LEAD 540	Introduction to Restorative Justice: A Global Social Movement	3

LEAD 541	Restorative Justice Facilitation Skill-Building Intensive	3
LEAD 542P	Restorative Justice Practicum	3

## LEAD Courses

### LEAD 500 | RESEARCH, DESIGN AND EVALUATION OF NONPROFIT PROGRAMS

**Units: 4 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C-

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.

### LEAD 501 | NONPROFIT SECTOR: THEORY & PRACTICE

**Units: 3 Repeatability: No**

This is a survey course that is intended to prepare students for management roles in the nonprofit sector by helping them gain an understanding of America's "nonprofit nation" and its place relative to nonprofit sectors throughout the world. As such it will explore the development, history and nature of the sector, major issues it is facing, governance structures of nonprofit organizations, basic management and operating strategies. Topics will include: socio-economic and historical perspectives, the legal structure of nonprofits, board responsibilities, regulatory reform and accountability measures, the structure and nature of philanthropy, human resource management, and advocacy. The course is designed as an interactive learning experience that incorporates significant case study and group problem-solving exercises. This course is focused on the integration of theory with practice. All students must affiliate themselves with a nonprofit organization they can refer to and work with.

### LEAD 503 | NONPROFIT FINANCE

**Units: 3 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C-

This course will prepare students to oversee the financial management of nonprofit organizations by focusing on five areas: financial policies and internal controls; financial statement presentation and analysis; revenues, expenses, liabilities, and cash management; budgeting; audit and tax reporting.

### LEAD 504 | HUMAN RELATIONS FOR LEADERS

**Units: 1 Repeatability: No**

This weekend course utilizes an active learning model that encourages participants to: (1) to study and analyze the dynamic forces that influence the life of groups and organizations; (2) to consider aspects of our personal and organizational lives that are not normally within our awareness; and (3) to examine how these beneath-the-surface assumptions, frameworks, defense mechanisms, and habits (especially those related to authority) have an active influence on much of what we do. The course also incorporates elements of more traditional pedagogical approaches including lectures, seminars, readings and an analytical paper.

**LEAD 505 | DEVELOPING HUMAN CAPITAL****Units: 3 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C- (Can be taken Concurrently)

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****Units: 3 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C-

This course is intended to examine the fundamental role of marketing and fundraising programs within nonprofit organizations. Students will learn to craft messages and communications materials for key constituencies and stakeholders, identify and develop a well-balanced base of support from individual donors and institutional funders (foundations, corporations, government agencies), and gain knowledge of common fundraising cycles and philanthropy programs. Students will learn about developing a brand and marketing strategy and implementing tactics including public relations, social media and advertising. The course will also cover the cultivation and solicitation of individuals, the role of boards in fundraising, grant writing, and special events. Throughout the course, there will be discussions on ethical issues, technical tools and skills and the management of fundraising and marketing departments within an organization. The goal of this course is to ensure that each student gains a broad and sophisticated understanding of resource development/fundraising and marketing/communications.

**LEAD 507 | COMMUNITY PARTNERSHIPS & CIVIC ENGAGEMENT****Units: 3 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C-

The study of social change is important for non-profit administrators to understand the historic and regional environment in which they operate. Students will be exposed to a variety of change models and their inherent assumptions including but not limited to: revolution, labor, civic rights, and environmental movements of social change. Special emphasis will be placed on the categorical silos, which exist within San Diego. Participants will develop a model of social change, which will guide their analysis and practice. Participants will conduct a community analysis on strategic organizations with examination on the organizational agenda of nonprofit organizations, civic associations, regional initiatives, and focus of this course will center on creating change within a practice arena.

**LEAD 508 | GRANT MAKING FOR THE GREATER GOOD****Units: 2 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C-

This course will have two goals. The first is for students to assume the role of Program Officers, two teams of four, as they learn how foundations function as grantmakers in light of both best practice and emerging trends such as accountability, transparency and generational wealth transfer. The second goal is for students to implement in "real time" a Request for Proposal (RFP) to be sent to selected regional nonprofits and make evidence based recommendations for approval of grant funds, when available.

**LEAD 509 | LEGAL ISSUES, HUMAN RESOURCES AND RISK MANAGEMENT****Units: 2**

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 DEVELOPMENT****Units: 2 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C-

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.

**LEAD 511 | STRATEGIC PLANNING AND POSITIONING****Units: 2 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C-

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 | POLICY ADVOCACY LEADERSHIP****Units: 3 Repeatability: No**

In every part of the world, the policies of governments, corporations and other powerful institutions significantly impact the formation and operations of nonprofits and other social sector organizations -- incorporation and registration laws, tax policies and budget allocations to name a few. These in turn impact the benefits those organizations are able to provide to the public and marginalized communities they serve. Leaders who seek to make social change must work with a broad constituency of actors to generate evidence-based proposals for change and choose strategies -- ranging from collaborative to confrontational -- to influence the decisions of relevant policy makers. Using a variety of frameworks, students in this course will learn to analyze the nature of power and policy making in different political (local, state, national and international), institutional and cultural contexts. Key elements of the course include: contextual analysis, policy research and analysis, mapping political systems and actors, and advocacy strategy (with sessions on constituent education, organization and mobilization, networking and coalition building, and advocacy communications).

**LEAD 513 | ADVOCACY SKILLS AND STRATEGIES****Units: 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.

**LEAD 514 | PRESENTATION SKILLS****Units: 2-3 Repeatability: No**

Strong communication skills are essential to the practice of leadership. This course provides students with the knowledge and tools needed to use communication (specifically public speaking) as a planned and purposeful strategy for engaging audiences and individuals. The foundation of the course borrows from both timely and timeless communication strategies that are key to engaging audiences of any kind. This course will change you! Topics: mastering the 5-point presentation model; research and analysis of audiences; development of presentations focused on benefits to the audience; the extemporaneous speech; the development and use of visual aids, electronic tools and media; the speaker's image; use of humor and the appropriate use of persuasive tools, personal stories, and analogies; handling of the question and answer period; the call to action; and the practice of presentation skills that lead to masterful delivery.

**LEAD 515 | SOCIAL ENTREPRENEURSHIP-INNOVATIONS IN CREATING SOCIAL VALUE****Units: 2-3 Repeatability: No**

This two credit (see Appendix F for 3 credit option) 10-week course will study the phenomenon known as social entrepreneurship, in both theory and practice. Social entrepreneurship is the study of business strategies, tools and approaches that address intractable social problems. Said efforts may take place within a nonprofit or for-profit setting (the latter in several different corporate structures/legal forms). Students will learn about the history and evolution of social entrepreneurship. The course will pay particular attention to the most successful social entrepreneurial ventures across the globe. Students will critically analyze and evaluate a variety of innovative approaches that are being employed to address difficult social problems. Students will consider the advantages and disadvantages of the many forms of social entrepreneurship, and the legal structures that differentiate them. Working in teams, students will create their own social venture, including a viable business.

**LEAD 517 | CAPITAL AND ENDOWMENT CAMPAIGN PLANNING****Units: 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 518 | NONPROFITS AND CIVIL SOCIETY IN GUATEMALA****Units: 2**

This course is designed to provide theoretical and practical knowledge about the nature of the nonprofit sector in Guatemala, a post-conflict society and a developing country. In particular, we will explore the dynamic role of human service agencies - both INGOs (internationally operated nonprofits) and Guatemala-based nonprofits in peace-building. Students will be introduced to the challenges these nonprofits face serving multi-cultural populations within a country still troubled by serious violence.

**LEAD 518I | NONPROFITS AND CIVIL SOCIETY IN GUATEMALA****Units: 2 Repeatability: No****Non-Core Attributes: International**

This course is designed to provide theoretical and practical knowledge about the nature of the nonprofit sector in Guatemala, a post-conflict society and a developing country. In particular, we will explore the dynamic role of human service agencies - both INGOs (internationally operated nonprofits) and Guatemala-based nonprofits in peace-building. Students will be introduced to the challenges these nonprofits face serving multi-cultural populations within a country still troubled by serious violence.

**LEAD 519I | UNDERSTANDING BI-NATIONAL NONPROFITS IN THE US-MEXICAN BORDER****Units: 2 Repeatability: No****Non-Core Attributes: International**

A growing number of community based organizations from academia, business and corporate partners, government agencies, nonprofit organizations, and philanthropy are being called upon to address growing and emerging trans-border issues in the areas of education, community development, health and human services and the environment. This course contributes to students' understanding of how community-based organizations operate in an international setting as well as along and across borders. The proximity to the Mexico border provides a unique opportunity to expose and prepare students for how to work more effectively in an increasingly cross-border environment, as well as increase their cross-cultural competency. As a part of the learning experience, students will study the history of the U.S.-Mexico relationship; develop strong cross-cultural competency for dealing with and understanding International business relationships; learn about the growing importance of remittances in community development; study successful global resource development strategies between the U.S. and Mexico. Students will also complete two day-long tours visiting local agencies and organizations serving the binational community. Additionally, students will work with a pre-approved bi-national organization to complete an applied project designed to enhance the organization's ability to achieve its mission. All students must have a valid passport prior to enrolling in this course and be willing to travel to Mexico.

**LEAD 520 | VOLUNTEER ENGAGEMENT****Units: 1 Repeatability: No**

This course is designed to enhance students' understanding and practice of effective volunteer engagement in community-based organizations, particularly nonprofits. It uses an organizational development approach that connects research with practice and provides students with tools and strategies to better engage volunteers in their work.

**LEAD 522 | THEORIES OF ORGANIZATIONAL LEADERSHIP AND CINEMATIC ANALYSIS****Units: 3**

This course serves as an opportunity to explore leadership theories as reflected in films including movies, documentaries, and biographies. Film provides the mechanism for an in-depth exploration of various approaches to leadership including key terms and distinctions commonly used in the leadership literature. The course is more a leadership theory course framed by film than a film course that focuses on the subject of leadership. With Gary Yukl's popular leadership textbook as a guide students will develop a working understanding of the trait, behavior, power-influence, situational and integrative approaches to leadership.

**LEAD 525 | LEADERSHIP IN THE ARTS AND CULTURE SECTOR****Units: 3 Repeatability: No**

Arts and cultural organizations, including museums, theatres, dance companies, music ensembles, and opera companies, face issues that are unique among nonprofits. Cultural leaders need to be knowledgeable in addressing the challenges related to audience, private-sector competition, engagement, advocacy and more. Arts and culture organizations are increasingly attuned to the changing expectations of audiences and the need to address diversity, inclusion and equity. A range of leading professional organizations are speaking up about the need for arts and cultural organizations to broaden access and to be actively engaged in civic dialogue and social change, including the American Alliance of Museums, California Association of Museums, Theatre Communications Group, and the League of American Orchestras. Arts and cultural activities are an integral part of our social and civil life and participation results in individuals who are engaged in civic activities and demonstrate higher social tolerance. Art museums are overwhelmingly staffed with employees who identify as White Non Hispanic, even in minority majority states, and cultural audiences often mirror this same demographic. Diversity, equity, and inclusion begin with institutions' staff and board. For example, while California is diverse, its arts and cultural institutions are struggling to keep pace with the changing demographics of the communities they serve. Current leadership needs support and education to address the changing climate, and the arts and culture employment pipeline needs to be opened up so that future leadership reflects the diversity of California. This course will provide opportunities for students to consider these challenges as well as formulate strategies and solutions for their leadership practice.

**LEAD 526 | LEADING VISITOR-FACING NONPROFITS****Units: 3 Repeatability: No**

This three credit course will address leadership issues specific to the visitor and patron experience. In 2016, over five million people attended arts and culture events and institutions in San Diego, twice the attendance at the Padres and the Chargers combined. These numbers make the visitor experience an essential area of knowledge for leaders. Often, arts and culture leaders are experts in specific subject matters, but not typically in visitor experiences. As communities diversify, arts and cultural leaders must lead organizations that are accessible and welcoming to all, from paying members to cultural tourists to underserved populations in the region. As a summative assessment, students will produce a rigorous policy memo for a client nonprofit organization, analyzing the visitor experience and making recommendations based on class readings and discussions.

**LEAD 527 | ARTS AND CULTURAL LEADERSHIP INSTITUTIONAL TOUR****Units: 3 Repeatability: No**

Prerequisites: LEAD 525 with a minimum grade of C- or LEAD 526 with a minimum grade of C-

This three-unit course builds on the prior two courses through a travel experience and will delve more deeply into the challenges and opportunities for 21st century organizations in the areas of equity, inclusion and diversity and technology integration. Students and faculty will travel across to select sites in California to visit large and small cultural organizations, such as The Getty Museum, California African American Museum, LA Philharmonic, Asian Art Museum, El Teatro Campesino, and the Exploratorium. Students will meet with arts and cultural leaders to discuss the realities of leadership. Students will also have the opportunity to discuss government's role in the arts and culture sector at the local, state and federal levels. During this course, students will be expected to apply their learning from the prior coursework, thoughtfully analyze the institutions, engage in robust discussion with classmates, and reflect on their own practice of leadership. It is expected that this course will result in the students producing a portfolio-eligible applied project, action research project, or an original research paper that would identify, analyze and address a relevant issue in the arts and culture field.

**LEAD 533 | FOUNDATIONS OF LEADERSHIP COACHING****Units: 3 Repeatability: No**

The primary goal of this course is to offer an introduction to the theory and practice of leadership coaching. Special emphasis will be placed on the core competencies necessary for effective coaching and ethical practice. In particular, students will be guided through a coaching process that is holistic in nature, focused on developing the individual as an instrument of the coaching engagement. The model spans human development theory, organizational change processes, positive psychology application, and leadership development from an action logics (stage theory) perspective. The course also offers experiential learning opportunities for students to make initial discoveries about their emergent coaching style through "real time" peer-to-peer and client-based coaching practice.

**LEAD 535I | MODELS OF PARTICIPATORY LEADERSHIP****Units: 3****Non-Core Attributes: International**

This intensive summer course is an opportunity for participants to be exposed first-hand to a unique organizational model of participatory leadership, management, employee ownership and decision making by attending lectures and visiting sites at the Mondragón Corporación Cooperativa (Mondragón) in Mondragón, Spain. Students will become acquainted with Mondragón's unique leadership, management, educational, training, financial and human resources systems, as well as its globalization initiatives. Participants will also learn the core values that support Mondragón, which are based on a balance between organizational and personal needs, solidarity with each other and the community, and economic and social justice. Finally, participants will become acquainted with the institutionalized policies, processes and practices that support Mondragón's economic and social success.



**LEAD 540 | INTRODUCTION TO RESTORATIVE JUSTICE: A GLOBAL SOCIAL MOVEMENT****Units: 3 Repeatability: No**

This course introduces the philosophy and practices of restorative justice. Restorative Justice is a philosophical approach that embraces the reparation of harm and healing of trauma. A central practice of restorative justice is a collaborative decision-making process that includes harmed parties, people who have caused harm, and others who are seeking active accountability by:

- Accepting and acknowledging responsibility for causing harm;
- Repairing the harm caused to harmed parties and the community;
- Rebuilding trust by showing understanding of the harm, addressing personal issues, and building positive social connections;
- Addressing root causes, systemic inequalities, and social injustices that creates the conditions in which harm occurs.

Restorative justice is a global social movement with applications ranging from the way a teacher responds to minor misbehavior in school classroom to prosecutors support of a crime victim's desire to confront the offender to a society's healing approach in the aftermath of war or genocide. Restorative approaches draw upon a variety of justice traditions that, in many ways, challenges the Western legal tradition of adversarial adjudication and punishment. Students will be introduced to the ethical framework that guides restorative approaches and a variety of applications. One leading assumption of this course is that a student interested in applying restorative justice in one particular setting, such as a school, will be most successful when they understand the full range of perspectives and practices.

**LEAD 541 | RESTORATIVE JUSTICE FACILITATION SKILL-BUILDING INTENSIVE****Units: 3 Repeatability: No**

Prerequisites: LEAD 540 with a minimum grade of C-

This course is an intensive skill-building workshop in restorative practices. The focus is developing facilitation skills necessary for hosting restorative dialogues. We will develop skills for both "restorative circles" and "restorative conferences," two distinct and commonly used restorative practices. Each requires three distinct skill-sets: pre-dialogue preparation and assessment skills; dialogue facilitation; and post-dialogue mentoring and support skills. The course is highly experiential with intensive role play and debriefing. The skills-based course will focus on three tiers of restorative practice: Tier I: Restorative circles for community building and improving campus climate We will focus on restorative circle practices to improve campus culture and build relationships and how to use circles in response to charged community incidents in order to provide inclusive dialogue, healing, accountability, and action plans. Tier II: Restorative conferences for incidents of harm This section focuses on restorative approaches to conduct violations from "bread-and-butter" noise or alcohol violations to academic dishonesty to serious incidents that may also include criminal charges. Tier III: Restorative circles for effective reintegration after separation This section introduces restorative circle practices to successfully reintegrate community members after periods of separation. Reintegration circles provide reassurance to the community by emphasizing both social support and accountability. The primary focus will be on reentry, such as student return after suspension or incarceration, but other applications will be addressed such as return from medical leave.

**LEAD 542P | RESTORATIVE JUSTICE PRACTICUM****Units: 3 Repeatability: No**

Prerequisites: LEAD 540 with a minimum grade of C- and LEAD 541 with a minimum grade of C-

This course is an opportunity to put theory and skills into practice. The focus is on implementing restorative practices through the development and delivery of restorative program or series of facilitated dialogues. Students will propose a program, deliver it, and write a final report summarizing their success. Experience with restorative facilitation is a core element of certification in restorative leadership (we can't preach what we haven't practiced).

**LEAD 544 | BUILDING PROFESSIONAL PRACTICE IN COACHING****Units: 2 Repeatability: No**

Prerequisites: LEAD 533 with a minimum grade of C- and LEAD 566 with a minimum grade of C- (Can be taken Concurrently)

This course is designed to provide coaching students with the necessary tools to build their professional practice. Particular emphasis is placed on the technical, legal, and financial considerations that are essential to provide effective delivery of coaching services to individual clients and organizations. The aim of the course is for each student to be equipped with a sufficiently robust business approach to be able to launch their practice upon completion of all program and credentialing requirements. As part of the Leadership Coaching Certificate, this course includes ongoing coaching of clients, supervision, peer-to-peer competencies and coaching ethics. While this course can be taken as a freestanding offering, it is required that students taking the Leadership Coaching certificate first take LEAD 533 and be enrolled in LEAD 566 OR provide evidence of relevant other professional experience. In the latter instance, permission of the instructor is required.

**LEAD 545 | SURVEY OF LEADERSHIP THEORIES****Units: 3 Repeatability: No**

This course presents a survey of the many theories that address leadership from an interdisciplinary perspective. Throughout this course, students will examine leadership applying various theoretical lenses and frameworks. By looking at various perspectives of leadership, students will develop a more rigorous and accurate understanding of this phenomenon and learn to use the many theories, models, and frameworks to address leadership challenges at an individual, organizational, and global level. Finally, students will develop their personal leadership approach and increase their understanding on leading processes of change and transformation committed with social justice.

**LEAD 547 | ACTION RESEARCH METHODS I****Units: 3 Repeatability: No**

Prerequisites: LEAD 550 with a minimum grade of C- and LEAD 569 with a minimum grade of C-

In this course students critically reflect on the intellectual and practical questions which guide action research and develop a proposal for an action research project. This course will address theoretical, philosophical, and epistemological questions about action research. We will discuss the tradeoffs that come with action research compared to more traditional research—how can insider status better inform research, and what might we lose compared to other forms of traditional research methods? How can the action research frameworks better solve organizational problems, and on the other hand what insights may be lost by focusing on a single organization's questions or problems?.

**LEAD 549 | RESEARCH DESIGN AND METHODOLOGY FOR GLOBAL AND INTERCULTURAL LEADERS****Units: 3 Repeatability: No**

Prerequisites: LEAD 545 with a minimum grade of C-

This course is designed to help you become critical and wellinformed consumers of research. The course provides students with the basic principles of wellconducted research through readings and analysis of research studies from both the popular and academic settings and teaches them to understand the power and limitations of social science research. Moreover, this course facilitates the understanding of intercultural, ethical and legal considerations involved in conducting research and emphasizes on processes of research to address issues of social justice and inequity.

**LEAD 550 | INTEGRAL LEADERSHIP THEORY****Units: 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****Units: 3 Repeatability: No**

This weekend course utilizes an active learning model that encourages participants to: (1) to study and analyze the dynamic forces that influence the life of groups and organizations; (2) to consider aspects of our personal and organizational lives that are not normally within our awareness; and (3) to examine how these beneath-the-surface assumptions, frameworks, defense mechanisms, and habits (especially those related to authority) have an active influence on much of what we do. The course also incorporates elements of more traditional pedagogical approaches including lectures, seminars, readings and an analytical paper.

**LEAD 552 | ACTION RESEARCH PRACTICUM I****Units: 1.5 Repeatability: No**

Prerequisites: LEAD 547 with a minimum grade of B

In this seminar style course students in the Higher Education Leadership Program will focus on completing their required action research final project. This course is taken in fall semester following completion of LEAD 547. In this course, students get support to complete the IRB process and/or to begin the research process. The seminar will include mini-lectures on how to conduct surveys, interviews and focus groups. And students will receive individual coaching and support throughout the semester to ensure progress toward research goals.

**LEAD 553 | ACTION RESEARCH PRACTICUM II****Units: 1.5 Repeatability: No**

Prerequisites: LEAD 547 with a minimum grade of B and LEAD 552 with a minimum grade of B

In this seminar style course students in the Higher Education Leadership Program will focus on completing their required action research final project. Students enroll in this course the spring semester, following enrollment in LEAD 552. The focus is primarily on analyzing data and writing results. Emphasis will be on supporting students through coding and analyzing their data, and on the writing process. Students will work with peers and the instructor to receive ongoing feedback and support on their writing. The seminar will include mini-lectures on how to conduct surveys, interviews and focus groups. And students will receive individual coaching and support throughout the semester to ensure progress toward research goals.

**LEAD 555 | ETHICAL LEADERSHIP FOR GLOBAL SOCIAL JUSTICE****Units: 3 Repeatability: No**

Designed to promote an understanding of the philosophical, religious and civic traditions of leadership as the ethical construct of democratic practice in organizations, institutions and societies. Students gain greater awareness of the contradictions that influence contemporary organizations, especially in U.S. society. Moreover, this course will explore cultural differences regarding ethics and leadership as the students learn more about themselves and themselves in relationship to others, to their work, and to the world. In addition to being exposed to some major Western and non-Western ethical perspectives and examining their values and strengths, students will learn helpful tools and practical strategies to address ethical dilemmas and/or leadership challenges related with issues of social justice.

**LEAD 556I | CULTURE AND LEADERSHIP****Units: 3**

Based on the extensive research in anthropology, crosscultural psychology, leadership, and organizational behavior, the course reviews the impact of culture on leaders and their followers at the national, group, and organizational levels. It provides a thorough review of relevant theories and applies them to helping students develop the cultural mindset that is essential to effective leadership in today's global and interconnected world.

**LEAD 557 | LEADERSHIP AND SPIRITUALITY****Units: 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 559 | ORGANIZATIONAL THEORY AND CHANGE****Units: 3 Repeatability: No**

A study of how leadership and change in contemporary organizations and societies are connected conceptually and in practice. Students will study established and emerging theories of leadership, management, culture, and organizational and social change that can be applied within the current scenarios of interconnection and interdependence generated by globalization. Moreover, students will learn collaborative skills and behaviors that will help them to be change agents in their organizations and societies. In addition, this course emphasizes the overarching theme of changing institutions and our society to help the students be more humane and responsive to solving the difficult problems of social justice and inequity that we face.

**LEAD 565 | DYNAMICS OF RACE, GENDER AND CULTURE IN HIGHER EDUCATION****Units: 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 | CORE COMPETENCIES OF LEADERSHIP COACHING****Units: 3 Repeatability: No**

Prerequisites: LEAD 533 with a minimum grade of C-

This course builds upon the Foundations of Leadership Coaching course. It provides the opportunity for students to acquire a deeper understanding of coaching as a leadership and development tool. Students will hone their practice, deepen their use of self-as-instrument, be exposed to best practices for debriefing assessment tools, and reflect on ethical and other professional issues in the world of coaching. Each element of the course helps the aspiring coach to gain a broader repertoire of approaches when addressing the coaching relationship in service to the client. Supervised practice, reflective assignments, and theory integration form part of this experiential course.

**LEAD 567 | WRITING FOR PUBLICATION****Units: 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.

**LEAD 568I | GLOBAL PERSPECTIVES IN HIGHER EDUCATION****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: International**

The purpose of this course is to provide students with an opportunity to explore, discuss, reflect, and analyze various issues impacting higher education from a global perspective. These issues include, but are not limited to access, equity, economic development, and social mobility. Particular attention will be paid to historical developments and interventions (e.g., affirmative action and other initiatives) from the government, non-government organizations, and private and public universities seeking to address educational opportunity and/or economic innovation. The specific focus of the course will be contingent on the geographic location as the international context impacts the critical issues addressed. Examples of potential countries under the purview of this course include Brazil, United Arab Emirates, Cuba, Morocco, Italy, France, and South Africa.

**LEAD 569 | MAKING MEANING AND THE COLLEGIATE EXPERIENCE****Units: 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 571 | HISTORY AND PHILOSOPHY OF HIGHER EDUCATION****Units: 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****Units: 3 Repeatability: No**

National and global issues requiring leadership are presented as challenges to future leaders. Topics may include: social and political changes; environmental change and sustainability; the impact of technology; and generational changes. These issues all impact organizations and how we lead and require courage, commitment and compassion on the part of leaders, as well as technical knowledge and critical thinking skills in order to transform the potential of today's world into a global community of justice and peace.

**LEAD 573 | ECONOMICS OF EDUCATION****Units: 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****Units: 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****Units: 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****Units: 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****Units: 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****Units: 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****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 579I | EXPERIMENTAL TOPICS: INTERNATIONAL EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: International**

This course number is used by SOLES for experimental topics courses. The title and content of each 579 course will vary by topic and program/department. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course. This I-designated course will meet the SOLES International Experience requirement.

**LEAD 580 | CONSULTING TO GROUPS****Units: 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****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

**LEAD 582 | WOMEN IN HIGHER EDUCATION LEADERSHIP SUMMIT (WHELS): PROFESSIONAL DEVELOPMENT AND CONFERENCES****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

In this course, students have the opportunity to better understand how the higher education system impacts women leaders individually and collectively. Students will also gain insights and new skills for exercising more effective leadership as higher education professionals. Students will receive 360 feedback and have multiple opportunities to strengthen and practice leadership. The Summit offers opportunities for connecting with other women leaders in higher education and sharing experiences, and exchanging emerging ideas. Students will develop a professional development plan and network with women leaders from across the country. Students enrolled must attend all conference events, the pre, and post session classes and complete all assignments as noted below.

**LEAD 585 | LEADERSHIP FOR CHANGE****Units: 3 Repeatability: No**

This course utilizes an active learning model that provides participants with opportunities to examine and test theories of leadership by analyzing the actual dynamics that arise in real time when relating to those who hold positions of formal authority or when individuals attempt to exercise leadership and/or claim informal authority. The design provides a practice setting that duplicates to some extent the dynamics that occur regularly in groups and organizations, so that participants can test and integrate their study of leadership against actual, lived experience. It is based on an assumption that these dynamics and processes—many of which are elusive and frequently operate beyond our direct awareness—can subvert plans for personal and/or organizational change if they are not understood and taken into consideration.

**LEAD 587I | COMMUNITY MODELS OF LEADERSHIP – SRI LANKA GLOBAL STUDY****Units: 3**

This course is designed to understand social movements and leadership within communities. In particular, this course examines an alternative view of leadership from Western thought by exploring Sarvodaya in Sri Lanka. Sarvodaya, which means “Awakening of All,” is the largest people’s organization in Sri Lanka and is composed of over 12,000 villages. Sarvodaya represents one of the world’s largest grassroots mobilizations. A collaboration of Gandhian thought and Buddhist belief, Sarvodaya serves Sri Lanka and the global community through its social action works in peace building, education, relief efforts, and development. Students have the opportunity to see various aspects of Sarvodaya’s model including: training and education, peace center, volunteerism, community organization, and headquarters. Particular attention will be attributed to the unique culture and location of Sri Lanka and how these factors have influenced community development, social movement, and leadership. Excursions to cultural and historical areas of significance are facilitated in conjunction with course content. Students engage in service activities within Sarvodaya villages.

**LEAD 589 | CAPSTONE SEMINAR****Units: 3 Repeatability: No**

The Capstone Seminar is designed to provide Master’s students with an opportunity to integrate their learning in the program through a final project. Students are expected to work with a member of the Department faculty as an advisor for their capstone while participating in this course. Each session is devoted to peer-to-peer interaction and feedback on the progress being made to complete this graduation requirement. Particular attention is given to making use of the knowledge gained throughout their program. The aim is to support students as they focus on deepening their leadership philosophy, reflect on their coursework learning, explore the interconnections of self and system that will most meet their needs as future leadership professionals. Successful students will continuously examine and refine their work so as to better understand and apply leadership concepts to practice. The course will also include preparation for a culminating capstone project.

**LEAD 593P | PRACTICUM IN LEADERSHIP COACHING****Units: 1 Repeatability: No**

Prerequisites: LEAD 533 with a minimum grade of C- and LEAD 566 with a minimum grade of C-

This course addresses individual, team and systems coaching practice. Students will present cases from their supervised coaching work to receive assessment and feedback from peers and professional coaches. Special attention will be given to helping the student coaches integrate their learning throughout the program and apply it to their evolving coaching practice. To enroll, LEAD 533 and LEAD 566 are prerequisites, or relevant other experience and permission of the instructor.

**LEAD 594 | HIGHER EDUCATION PROFESSIONAL DEVELOPMENT SEMINAR****Units: 1.5 Repeatability: Yes (Can be repeated for Credit)**

In this course students work together with faculty and practitioners to integrate the theory and knowledge base of the program course work with the experiential learning of the student’s practical experience. This course supports the student’s individual development plan by asking them to analyze current events and issues in their workplace and connect them to the broader higher education community. An emphasis on topics and skills related to professional culture, action inquiry, organizational dynamics, developmental theory and diversity and inclusion will be made throughout the course.

**LEAD 595 | THESIS SUPERVISION****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 597 | PORTFOLIO SEMINAR****Units: 1 Repeatability: No**

This portfolio seminar will support students in the preparation of their final portfolios with particular attention to the leadership essay. This course will encourage students to synthesize and articulate their understanding of leadership theory and connect this understanding with their professional experiences. While this course focuses primarily on the leadership essay, the selection of projects and the development of an executive summary will also be included in the course content. The international essay will not specifically be included in the content, but students should know that the material will be equally applicable to that essay.

**LEAD 598 | LEADERSHIP IN ACTION****Units: 3,6 Repeatability: Yes (Can be repeated for Credit)**

Applied learning experience for M.A. and doctoral students in which they take the lead in a new individual work project or an employer internship program that challenges them, allows them to apply the skills and theories learned in their Leadership Studies coursework, and enhances their leadership experience. All students will work under the guidance of an effective leader/work supervisor, as well as be supervised by a USD faculty member.



**LEAD 599 | INDEPENDENT STUDY****Units: 0.5-3**

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 AssociateDean prior to registering for the course.

**LEAD 600 | INTEGRAL LEADERSHIP THEORY****Units: 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 602 | COMPETING CONCEPTIONS OF KNOWLEDGE AND RESEARCH****Units: 3**

This course sets the stage for others in the doctoral program by providing students with a cognitive map of social science research as practiced in Leadership Studies, as well as in other disciplines and fields of study that influence the interdisciplinary Leadership Studies field. More specifically, the course focuses on the nature of knowledge (sometimes referred to as epistemology) and the different types of research designs and methods that are associated with different epistemologies. The course also demonstrates that the sorts of conceptual disagreements found in the social sciences also can be found in leadership practice.

**LEAD 607 | APPLIED STATISTICS AND QUANTITATIVE RESEARCH METHODS****Units: 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****Units: 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****Units: 3 Repeatability: No**

Prerequisites: LEAD 607 with a minimum grade of B- and LEAD 608 with a minimum grade of B-  
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****Units: 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.

**LEAD 611 | LEADERSHIP THEORIES: PAST, PRESENT AND FUTURE****Units: 3**

This course presents a comprehensive survey of leadership theories as one of the foundations of the doctoral program. Students will acquire the essential theoretical foundations of the field of leadership by examining the history of leadership thought, the current approaches, and the emerging trends in the field. The strengths, weaknesses, methodological elements and contributions of the various theories will be closely analyzed to prepare students for their continued research and practice throughout the program. The course relies on a cross and multi-disciplinary approach, and culture and ethics as study lenses.

**LEAD 612 | ADVANCED QUALITATIVE RESEARCH METHODS****Units: 3**

Prerequisites: LEAD 608 with a minimum grade of B-

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.

**LEAD 613 | ADVANCED QUANTITATIVE RESEARCH METHODS****Units: 3**

Prerequisites: LEAD 607 with a minimum grade of B-

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.

**LEAD 614 | SPECIAL TOPICS IN ADVANCED RESEARCH METHODS****Units: 3**

This course presents a variety of advanced quantitative and qualitative research methods special topics such as Mixed Methods, Advanced Multivariate Analysis, and Grounded Theory. It designed to prepare students to use a variety of research methods in their research by providing practical experience with the methods. Course meetings will consist of full-group sessions, small group/team sessions, and individual sessions with the instructor. Students taking this course should have successfully completed both basic doctoral-level quantitative and qualitative research methods courses and either an advanced quantitative or qualitative research course. Any students not meeting these prerequisite will need to receive the special approval of the instructor before formally enrolling in this course.

**LEAD 615 | ACTION RESEARCH METHODS II****Units: 3**

In this course, students read about, directly engage in, and write three papers using 1st-, 2nd-, and 3rd-person action research methods. For example, students research and write an autobiography in which they examine their life to date in terms of developmental theory as well as the next developmental actions they may wish to take (1st-person research). Each student will also analyze voice recordings of parts of different class sessions and write a paper to be shared with the rest of the class about the group's issues in evolving toward a "community of inquiry" (2nd-person research). And each student will write a final paper on an action research topic of their own choosing in journal article format (3rd-person research, at best illustrating how 1st-, 2nd-, and 3rd-person research interweave and contributing to the student's qualifying paper or dissertation).

**LEAD 616 | SURVEY RESEARCH METHODS****Units: 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 617 | MIXED METHODS RESEARCH DESIGNS****Units: 3 Repeatability: No**

Over the past decade, debates between qualitative and quantitative research have subsided, and there has been a growing interest in mixed methods research designs. This course explores rationales for mixing methods, critiques of mixed methods research, and a range of design and methodological options for those who do mixed methods studies.

**LEAD 619 | APPLIED LEADERSHIP PRACTICES: INTEGRAL SELF AND SYSTEMS APPROACH****Units: 3 Repeatability: No**

This course offers a survey of classical, prevailing and emerging theories of human and organizational development. Students will be engaged in an integral self and systems approach to leadership. Particular emphasis will be placed on the development of the "self-as-instrument" while attending to the complex dynamics that are present in the contemporary organizational context. The course blends an emphasis on mastery of conceptual frameworks with an experiential "theory-in-practice" orientation to learning. As such, students are offered an opportunity to bring an applied leadership perspective to their rigorous scholarly exploration of different dimensions of development commonly researched and encountered in the human and organizational condition.

**LEAD 620 | THE LAW AND POLITICS OF EDUCATIONAL POLICY DEVELOPMENT****Units: 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 621 | SOCIOLOGY OF EDUCATION AND EDUCATIONAL LEADERSHIP SEMINAR****Units: 3 Repeatability: No**

This course takes as its point of departure the idea that educational outcomes are socially constructed. Using a sociological lens, structural, cultural and agentive explanations for the racialized, class-based and gendered school experiences of US and international students will be examined. Moving from the macro to the micro level, students will examine schools as organizations embedded in broader socio-cultural and historical context.

**LEAD 622 | LEARNING DESIGN AND TECHNOLOGY****Units: 3**

The goal of this course is to develop essential content and research expertise needed to exercise effective leadership in learning design and technology. The course examines key issues in learning design and the role of technology as a tool for effective educational practice. Students will be introduced to diverse theoretical and methodological frameworks to study learning design and technology, while investigating key contemporary issues in the field such as adaptive learning system, immersive learning environment, gamification, autonomous learning environment, learning analytics, global social media, coding literacy and digital equity. Students will study innovative learning design implementations with technology by encompassing the cognitive, affective and social dimensions of learning, through which meaningful design principles for effective educational solutions and leadership will be derived. Students will also design and pilot-test their own research on learning design and technology, while receiving constructive critiques from their peers and experts in the field.

**LEAD 623I | EDUCATIONAL REFORM: EDUCATIONAL SYSTEMS IN POST CONFLICT ENVIRONMENTS****Units: 3 Repeatability: No****Non-Core Attributes: International**

The main objective of this course is to provide a sociological and historical investigation into the educational reform challenges facing educators, students and policy makers in an international context. As the U. S. continues to struggle with segregated schools and unequal education for many minority and low-income students, much is to be gained by examining how other countries throughout the world are attacking problems of equity.

**LEAD 630 | THE NONPROFIT/PHILANTHROPIC STUDIES RESEARCH BASE****Units: 3**

The primary purpose of this course is to help each course participant develop a cognitive map of research activity within the Nonprofit/Philanthropic Studies field. Specifically, the course will help participants become familiar with: (a) the topics and issues that scholars within the emerging field have begun to systematically study; (b) the methods they have employed-or have failed to employ-to study different topics and issues; and (c) the knowledge base about nonprofit and philanthropic organizations and their organizational practices that has begun to be created as a result of research focused on the third sector.

**LEAD 631 | CONTEMPORARY ISSUES IN THE THIRD SECTOR****Units: 3**

The domestic and international nonprofit sector faces persistent challenges around questions of effectiveness, accountability, governance, collaboration, and resource acquisition. Some of these issues raise fundamental questions about the legitimacy and future relevance of the nonprofit/NGO model as a form of political and social action. What can current academic research contribute to understanding some of the most persistent challenges faced by the sector? This course will review contemporary research evaluating nonprofit and NGO practices while also assessing the methodological and theoretical strengths and weaknesses of current scholarship focused on the sector.

**LEAD 640 | CONTEMPORARY ISSUES IN HIGHER EDUCATION LEADERSHIP****Units: 3**

This course examines contemporary issues facing leaders in the field of higher education, which includes but is not limited to autonomy and accountability, academic freedom, federal and state funding, curriculum reform, and economic imperatives. These issues will be examined from multiple perspectives, including internal and external constituencies. Key stakeholders will be identified and their interests will be analyzed to understand the complexity of decision making within a higher education leadership context.

**LEAD 650 | LEADERSHIP IN ORGANIZATIONAL CONTEXTS****Units: 3 Repeatability: No**

A review of classical and contemporary theories related to the context of leadership, including organizational systems and processes, organizational design, organizational change, decision making, gender and bias, and the process of negotiation. We all know that leadership is not just about the leader – the context is essential. This course focuses on the organizational context at the broadest level and how the leader navigates challenges related to organizational structure, politics, change, team dynamics, conflict management, and decision making by reviewing classic and contemporary theory and research on organization theory. This course provides a very broad coverage of organizational theory material that any student of organizations, regardless of the sector, should know with a focus on leading for social justice and within an international context.

**LEAD 651 | ORGANIZATIONAL BEHAVIOR****Units: 3 Repeatability: No**

A review of classical and contemporary theories related to human behavior in organizations including individual differences, perception, learning, motivation, culture, group dynamics, and personal effectiveness. This course focuses at the “people” side of organizations that leaders must understand and address in making organizations effective. This course provides a very broad coverage of Organizational behavior material that any student of organizations, regardless of the sector, should know. Many of the readings are classics to assure that you have the necessary background to: 1. frame issues and research questions related to how people function in organizations, and 2. teach OB concepts at the undergraduate and masters levels.

**LEAD 660 | ETHICS AND LEADERSHIP****Units: 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 661 | DECISION-MAKING UNDER CONDITIONS OF UNCERTAINTY****Units: 3**

This course allows students to explore different models of decisionmaking in complex public and private organizations. Drawing on such analytical techniques as present discounted value, game theory, and costbenefit analysis, this course applies lessons from cognitive psychology, political science, traditional economics, behavioral economics, as well as other social scientific areas to domestic and international policymaking processes. In addition to extensive case studies, this course also uses policy simulations to help students understand how to use both theory and analytics to solve contemporary problems.

**LEAD 662 | ADULT DEVELOPMENT****Units: 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 663 | LITERATURE REVIEW****Units: 3 Repeatability: No**

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.

**LEAD 679 | EXPERIMENTAL TOPICS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course number is used by SOLES for experimental topics courses. The title and content of each 679 course will vary by topic and program/department. If more than one 679 course is offered during a single semester, section numbers will allow for identification of the course.

**LEAD 695 | DISSERTATION****Units: 1-9 Repeatability: Yes (Can be repeated for Credit)**

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 IN ACTION****Units: 3,6 Repeatability: Yes (Can be repeated for Credit)**

Applied learning experience for M.A. and doctoral students in which they take the lead in a new individual work project or an employer internship program that challenges them, allows them to apply the skills and theories learned in their Leadership Studies coursework, and enhances their leadership experience. All students will work under the guidance of an effective leader/work supervisor, as well as be supervised by a USD faculty member.

**LEAD 699 | INDEPENDENT STUDY****Units: 1-6 Repeatability: Yes (Can be repeated for Credit)**

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

## Chair

Reyes Quezada, EdD

## Faculty

Viviana Alexandrowicz, PhD

James Fabionar, PhD

C Bobbi Hansen, EdD

Rebekka Jez, EdD

Maya Kalyanpur, PhD

Sarina Molina, EdD

Amanda Roth, PhD

Joi Spencer, PhD

Suzanne Stolz, EdD

The Department of Learning and Teaching prepares candidates to work with elementary, secondary and adult learners. We offer teaching credentials, master's degrees in residence and online, a Combined BA/MEd Teacher Education Program (CTEP) offered in conjunction with the College of Arts and Sciences, and a PhD in Education for Social Justice. The Preliminary Multiple, Single and Education Specialist Credentials have been approved by the California Commission on Teacher Credentialing (CTC) and a Bilingual Authorization Credential program is pending review and approval from the CTC.

## Doctor of Philosophy Degree Program

The doctoral program in Education for Social Justice develops highly skilled, critical scholars capable of impacting the complex world of education through their research and practice. The program embraces the idea that education is an important tool of human liberation, opportunity, and transformation. Its unique program of study makes use of local, national, and international contexts to allow students to develop the skills of research, teaching, and advocacy. Scholars graduate with rich understandings and experiences of how they can use education (theory, policy and practice) to build more equitable, tolerant, and socially just societies and institutions. Scholars graduating with the PhD conduct a study of original research. Graduates of the program are prepared to enter academia, take on educational research appointments in public and private institutions; and design and support educational programming in local, national, and international contexts.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

Entrance Semesters	Fall
Application Deadlines	Visit <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">http://www.sandiego.edu/soles/admissions/deadlines.php</a>
Minimum Grade Point Average	3.50 (4.0 scale) in all undergraduate coursework

Standardized Admission Test	Applicants are strongly encouraged to take the Graduate Record Examinations (GRE), but it is not required. Official GRE test scores must be within 5 years of the test date. There is no minimum GRE score required.
Additional Requirements	Statement of Purpose
	Resume
	3 Letters of Recommendations
	Admissions Interview
	Recommenders' Contact Information and Letters of Recommendation and International Transcript Evaluations must be received by the program deadline to complete your application.

## English Proficiency Exam (International Applicants Only):

Official score reports for the Test of English as a Foreign Language (TOEFL) (<http://www.ets.org/toefl/>) or the International English Language Testing System (IELTS) (<http://www.ielts.org/>) is required of all international applicants. be waived if English is the applicant's primary language or if he or she obtained a bachelor's degree in the U.S., Great Britain, Canada or Australia.

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

## I. Core Requirements

Code	Title	Units
<b>First Year</b>		
Fall I		
EDUC 601	Critical Social Theory and Education	3
EDUC 602	Educational Research & Methods	3
Spring I		
EDUC 603	History of Education for Social Justice	3
EDUC 605	Language and Culture in Education	3
<b>Second Year</b>		
Fall II		
EDUC 606	Educational Politics & Policy	3
EDUC 607	Quantitative Research Methods and Design in Education I	3
or EDUC 609	Qualitative Research Methods and Design in Education I	
Spring II		
EDUC 604	Education and Globalization	3
EDUC 608	Quantitative Research Methods and Design in Education II	3
or EDUC 610	Qualitative Research Methods and Design in Education II	
<b>Third Year</b>		
Fall III		
EDUC 611	Social Justice Praxis in Educational Organizations	3
EDUC 650	Doctoral Seminar I	3
Spring III		



EDUC 651	Doctoral Seminar II	3
SOLES Global Course Consult your advisor for course selection		3
<b>Fourth Year</b>		
Fall IV		
EDUC 652	Doctoral Seminar III	3
EDUC 694	Special Topics	3
Spring IV		
EDUC 653	Doctoral Seminar IV	6
<b>Total Units</b>		<b>48</b>

## II. International Experience

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

## III. Advancement to Candidacy

Student Advance to Candidacy in EDUC 651 Doctoral Seminar II where they prepare and defend their dissertation proposal.

## IV. Dissertation

Successful written and oral defense of dissertation is required for graduation.

# Education Specialist Degree Program

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

## Additional Admission Requirements

Entrance Semesters	Fall
Application Deadlines	Visit <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">http://www.sandiego.edu/soles/admissions/deadlines.php</a>
Minimum Grade Point Average	3.50 (4.0 scale) in all undergraduate coursework
Standardized Admission Test	Applicants are strongly encouraged to take the Graduate Record Examinations (GRE), but it is not required. Official GRE test scores must be within 5 years of the test date. There is no minimum GRE score required.
Additional Requirements	Statement of Purpose
	Resume
	3 Letters of Recommendations
	Admissions Interview

Recommenders' Contact Information and Letters of Recommendation and International Transcript Evaluations must be received by the program deadline to complete your application.

## English Proficiency Exam (International Applicants Only):

Official score reports for the Test of English as a Foreign Language (TOEFL) (<http://www.ets.org/toefl/>) or the International English Language Testing System (IELTS) (<http://www.ielts.org/>) is required of all international applicants. be waived if English is the applicant's primary language or if he or she obtained a bachelor's degree in the U.S., Great Britain, Canada or Australia.

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

## I. Core Requirements

Code	Title	Units
<b>First Year</b>		
Fall I		
EDUC 601	Critical Social Theory and Education	3
EDUC 602	Educational Research & Methods	3
Spring I		
EDUC 603	History of Education for Social Justice	3
EDUC 605	Language and Culture in Education	3
<b>Second Year</b>		
Fall II		
EDUC 606	Educational Politics & Policy	3
EDUC 607	Quantitative Research Methods and Design in Education I	3
or EDUC 609	Qualitative Research Methods and Design in Education I	
Spring II		
EDUC 604	Education and Globalization	3
EDUC 608	Quantitative Research Methods and Design in Education II	3
or EDUC 610	Qualitative Research Methods and Design in Education II	
<b>Third Year</b>		
Fall III		
EDUC 611	Social Justice Praxis in Educational Organizations	3
EDUC 650	Doctoral Seminar I	3
Spring III		
EDUC 651	Doctoral Seminar II	3
SOLES Global Course Consult your advisor for course selection		3
<b>Total Units</b>		<b>36</b>

## II. International Experience

At SOLES, all masters and doctoral students participate in an international experience designed to support the growth of cultural competency. Our goal is to inform best practices in working with culturally diverse populations locally,

nationally and globally. International experiences are approved by each student's faculty advisor.

### III. Capstone Project/Culminating Project

Students complete the Portfolio of Work in Dissertation Seminar II.

## Master's Degree Programs

The Department of Learning and Teaching offers initial master's programs with a concurrent teaching credential program. Candidates in our Master's Credential Cohort (MCC) program, earn a Master of Education in Curriculum and Instruction with options for Elementary, Secondary and/or Education Specialist credentials. These programs can be completed in one or two years. Additionally, the department offers a Combined BA/MEd Teacher Education Program (CTEP) in conjunction with the College of Arts and Sciences, and all undergraduate and graduate standalone credential programs. Advanced degree programs include the Master of Education in TESOL, Literacy and Culture. The department also offers a fully online Master of Education degree with specializations in Technology and Innovation, Curriculum Instruction, Science, Technology, Engineering, Arts and Math (STEAM), Literacy and Digital Learning, Inclusive Learning: Special Education and Universal Design, and School Leadership.

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

### Admission Requirements

See the Admission page for basic admission requirements.

## Academy for Catholic Teaching

Academy of Catholic Teaching (ACT) is an innovative three-year collaborative program that creates pathways for inspired education students to teach by example in San Diego's K-12 Catholic schools.

ACT is designed to provide K-12 school teacher in Catholic schools with rigorous coursework, field experiences that build towards earning a Dual Teaching Credential (MEd in Curriculum and Instruction with a Multiple Subject or Single Subject Credential and Education Specialist Credential), involvement within the Catholic community, and spiritual development.

### Requirements for the Academy of Catholic Teaching

Code	Title	Units
EDTE 500P	Diversity, Inclusion & Schooling	3
EDTE 501P	Methods for Language & Literacy	3
EDTE 502P	Elementary Methods I: Math & Science	3
or EDTE 504P	Secondary Methods I	
EDTE 503P	Elementary Methods II: Humanities	3
or EDTE 505P	Secondary Methods II: Social Science	
or EDTE 506P	Secondary Methods II: Science	
or EDTE 507P	Secondary Methods II: Mathematics	
or EDTE 508P	Secondary Methods II: English	
or EDTE 509P	Secondary Methods II: World Language	
EDTE 510P	Educational Psychology	3
EDTE 511P	Equity & Advocacy in Educational Systems	3
EDTE 512P	Methods for English Learners	3

EDTE 513P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 514	Educational Research Methods	3
EDTE 515S	Capstone Seminar	3
EDTE 516	Technology & Learning	3
EDTE 517P	Assessment	3
EDUC 579	Experimental Topics (Theology and Education)	3
EDUC or EDTE Ele(500:599 or Study Abroad Course)		3
<b>Total Units</b>		<b>42</b>

### Field Experience Support

Code	Title	Units
EDTE 555F	Field Placement Support <sup>1</sup>	1

<sup>1</sup> Course may be repeated based on credentialing requirements. Consult with your ACT advisor for repetitions.

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

### International Requirement

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

### Exit Requirement - Masters

Capstone Research Project

### Exit Requirement - Credential

California Teacher Performance Assessment (CalTPA)

## Master of Education

USD's Master of Education degree program delivered in an online modality is designed for experienced educators interested in advancing their knowledge and practice through the integration of innovative pedagogies and inclusive and equitable instructional design. The program offers specializations in Science, Technology, Engineering, Arts and Mathematics (STEAM), Inclusive Learning: Special Education and Universal Design, Literacy and Digital Learning, School Leadership, Technology and Innovation, and Curriculum and Instruction. In addition to their specialization coursework, all students in the program will take a series of rigorous core courses in educational research methods, social justice and educational equity and cognition and learning. The program culminates in a capstone seminar in which all candidates complete a classroom-focused action research project.

### Additional Requirements for Admission Master of Education

See here (p. 583) for basic admission requirements.

Entrance semesters	Fall, Spring or Summer
Application Deadlines	Visit <a href="https://onlinedegrees.sandiego.edu/become-a-student/academic-calendar">https://onlinedegrees.sandiego.edu/become-a-student/academic-calendar</a> ( <a href="https://onlinedegrees.sandiego.edu/become-a-student/academic-calendar/">https://onlinedegrees.sandiego.edu/become-a-student/academic-calendar/</a> )

Minimum Grade Point Average	2.75 (4.0 scale) in all undergraduate coursework
Additional Requirements	Personal Phone Interview
	Two years of prior teaching experience: send a resume of your experience
	Two letters of recommendation from academic or professional supervisors
	Two 500-word essays
	International applicants: a minimum score of 90 on the TOEFL exam and a score of 20 on the written exam; and IELTS minimum score of 7.5
	GRE score is optional
	No teaching credential required; however, participants in the Master of Education degree program will need access to a classroom of students throughout the program to apply their learning and complete the course assignments as well as their action research project

## Major Requirements

Code	Title	Units
EDUC 520	Social Justice and Educational Equity	3
EDUC 521	Learning and Cognition	3
EDUC 522	Educational Research Methodology	3
EDUC 523	Qualitative Methods in Educational Research	3
EDUC 550	Capstone Seminar	3
<b>Total Units</b>		<b>15</b>

## Specialization Courses

Candidates in the MEd program may choose between six specialization areas – Science, Technology, Engineering, Arts and Mathematics (STEAM), Inclusive Learning: Special Education and Universal Design, Literacy and Digital Learning, School Leadership, Technology and Innovation, and Curriculum and Instruction. Most specializations require five specialization courses with the exception of the Technology and Innovation specialization, which requires four specialization courses and one elective from across the specialization areas. Alternatively, candidates who want to pursue a more individualized program may self-select five courses from across the specialization areas and earn a MEd degree with a specialization in Curriculum and Instruction.

Code	Title	Units
<b>Science, Technology, Engineering, Arts and Mathematics (STEAM)</b>		
EDUC 507	Creativity and Innovation in Science, Technology, Engineering, Arts and Math	3
EDUC 508	Artistic Modeling and Representation in Science and Math Education	3
EDUC 509	Engineering Design Process in Math and Science Education	3
EDUC 527	Communication, Technology and Curriculum Design	3
EDUC 528	STEAM and Special Student Populations	3
<b>Literacy and Digital Learning</b>		
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

### **Inclusive Learning: Special Education and Universal Design**

EDUC 533	Designing Learning Environments for All	3
EDUC 538	Identifying and Responding to the Needs of Diverse Learners	3
EDUC 586	Teaching Students on the Autism Spectrum	3
EDUC 587	Co-Teaching: Collaborating in an Inclusive Environment	3
EDUC 588	Disability in Education Policy and Law	3

### **School Leadership**

EDUC 501	Family, School and Community Partnerships	3
EDUC 503	Instructional Leadership	3
EDUC 555	Leading Professional Learning Communities	3
EDUC 506	Data Driven Decision Making	3
EDUC 515	Ethical Leadership in an Era of School Reform	3

### **Technology and Innovation**

EDUC 517	Digitized Learning with Technology	3
EDUC 518	Changemaking with Technology	3
EDUC 519	Instructional Design for Teacher Leaders	3
EDUC 524	Universal Design Through Technology	3

EDUC 501	Family, School and Community Partnerships	3
or EDUC 503	Instructional Leadership	
or EDUC 506	Data Driven Decision Making	
or EDUC 507	Creativity and Innovation in Science, Technology, Engineering, Arts and Math	
or EDUC 508	Artistic Modeling and Representation in Science and Math Education	
or EDUC 509	Engineering Design Process in Math and Science Education	
or EDUC 515	Ethical Leadership in an Era of School Reform	
or EDUC 527	Communication, Technology and Curriculum Design	
or EDUC 528	STEAM and Special Student Populations	
or EDUC 533	Designing Learning Environments for All	
or EDUC 538	Identifying and Responding to the Needs of Diverse Learners	
or EDUC 555	Leading Professional Learning Communities	
or EDUC 561	Critical Media Literacy in the Classroom	
or EDUC 562	Teaching Digital Readers	
or EDUC 563	Youth and Digital Media	
or EDUC 565	Teaching Digital Writers	
or EDUC 566	Participatory Learning in 21st Century Classrooms	
or EDUC 586	Teaching Students on the Autism Spectrum	
or EDUC 587	Co-Teaching: Collaborating in an Inclusive Environment	
or EDUC 588	Disability in Education Policy and Law	

NOTE: Courses required for the MEd Online program may only be completed by students enrolled in the online program.

## International Requirement

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

## 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 to:

1. develop a critical understanding of theory and practice.
2. understand the development and implementation of research-based and culturally responsive teaching practices, including those designed to close the achievement gap and systems that perpetuate educational inequity.
3. serve as change agents and teacher-scholars at local, national and/or international levels.

### Additional Admission Requirements

See the Admission page for basic admission requirements.

Entrance Semesters	Summer, Fall, Spring
Application Deadlines	Visit <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">www.sandiego.edu/soles/admissions/deadlines.php</a> ( <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">http://www.sandiego.edu/soles/admissions/deadlines.php</a> )
Minimum Grade Point Average	2.75 (4.0 scale) in all undergraduate coursework
Additional Requirements	Resume Statement of Purpose Two letters of recommendation Interview for applicants who meet the preliminary selection criteria may be required

### English Proficiency Exam for International Applicants

Official score reports for the Test of English as a Foreign Language (TOEFL) (<http://www.ets.org/toefl>) or the International English Language Testing System (IELTS) (<http://www.ielts.org/>) is required of all international applicants and may only be waived if English is the applicant's primary language or if he or she obtained a bachelor's degree in the U.S., Great Britain, Canada or Australia.

- TOEFL minimum scores:
  - Internet-based test: 83
  - Computer-based test: 237
  - Paper-based test: 580
- IELTS minimum score:
  - Band score 7

### Requirements for TESOL, Literacy and Culture

Code	Title	Units
EDUC 500	Research Design Methodology <sup>2</sup>	3
EDUC 510 or EDUC 513	Cognition and Learning Human Development	3
EDUC 529	Language, Literacy and Culture <sup>1</sup>	3
EDUC 540	Introduction to the Nature of Language and Linguistic <sup>1</sup>	3

EDUC 541	Second Language Acquisition and Development <sup>1</sup>	3
EDUC 543C	Methods of Teaching English to Speakers of Other Languages <sup>1</sup>	6
EDUC 548	Special Topics in ESL	3
EDUC 549P	Practicum in TESOL	3
EDUC 580	Master's Capstone Seminar	3
Visa Requirements for International Students requires full time enrollment *		
<b>Total Units</b>		<b>30</b>

<sup>1</sup> Courses required to earn a TESOL certificate.

<sup>2</sup> Prerequisite for EDUC 580

\* International Students must enroll in 9 semester units each term; please see advisor for more information.

Candidates may transfer up to 6 units of Graduate coursework with advisor approval.

### International Requirement

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

### Exit Requirement

Action Research or Capstone Project

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

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

### First Year

Semester I		Units
EDTE 513P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 514	Educational Research Methods	3
EDTE 553F	General Education Student Teaching and Seminar	3
EDUC 5XX or EDTE 5XX Elective <sup>2</sup>		3

### Semester II

EDTE 515S	Capstone Seminar	3
EDTE 516	Technology & Learning	3
EDTE 554F	Education Specialist Student Teaching and Seminar - Mild Moderate	3



EDUC 5XX 3  
or  
EDTE 5XX Elective<sup>2</sup>

Senior Year	Units
EDTE 317P <sup>1</sup> Assessment	3
EDTE 452P <sup>1</sup> Clinical Experience: Extended Practicum	3

<sup>1</sup> Students may apply these 6 units of coursework toward the requirements for both the BA and MEd degrees.

<sup>2</sup> Choose 3 units of elective with Advisor Approval.

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

### International Requirement

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

### Exit Requirement

Action Research or Capstone Project and Teacher Performance Assessment (TPA)

## Credential Programs

The Department of Learning and Teaching offers several credential programs to prepare teacher candidates for TK-12 grade levels: the Multiple Subject credential, the Single Subject credential, a Bilingual Authorization credential, and the Education Specialist credential. The Multiple Subject credential is intended 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 Bilingual Authorization credential allows teacher candidates to teach in a dual language instruction setting (Spanish). The Education Specialist credentials in Mild/Moderate is appropriate for special education settings in grades TK-12 and ages TK-22. The Bilingual Authorization credential program is pending review and approval from the California Commission on Teacher Credentialing (CTC).

### Additional Admission Requirements

See the Admission page for basic admission requirements.

Entrance Semesters	Fall, Spring, Summer
Application Deadlines	Visit <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">http://www.sandiego.edu/soles/admissions/deadlines.php</a>
Minimum Grade Point Average	2.75 (4.0 scale) in all undergraduate coursework
Standardized Admission Test	CBEST (California Best Educational Skills Test) CSET (California Subject Examination for Teachers)
	Passing scores on both the CBEST and CSET exams required prior to student teaching
Additional Requirements	Resume Statement of Purpose

Two letters of recommendation

Interview for applicants who meet the preliminary selection criteria may be required

## Bilingual Authorization

Credential Candidates have the option of pursuing a Preliminary Multiple Subject credential with bilingual authorization and may also complete requirements towards a masters degree. In addition, candidates may also pursue a Preliminary Education Specialist credential (mild/moderate) if interested in inclusive/special education. The 39-51-unit credential and master program gives candidates the opportunity to complete the Teacher Performance Assessment and a capstone research project. Candidates undertake field experiences in bilingual/dual language programs each semester that are aligned with the courses for the semester and culminate in a full-time student teaching experience.

The Masters Credential Cohort program uses a cohort model in alignment with its vision of providing candidates with opportunities to enhance the quality of their experiences by learning from each other.

Courses Required for the Multiple Subject with Bilingual Authorization (39 Units)

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

*To add an Education Specialist Credential (Special Education) add the following course (3 units):*

Code	Title	Units
EDTE 554F	Education Specialist Student Teaching and Seminar - Mild Moderate	3
<b>Total Units</b>		<b>3</b>

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

Code	Title	Units
EDTE 514	Educational Research Methods	3
EDTE 515S	Capstone Seminar	3

EDTE Elective (EDTE 500:599)	3
<b>Total Units</b>	<b>9</b>

### Program Unit Options

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

## Preliminary Education Specialist

### Requirements for the Preliminary Education Specialist Credential

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

### Additional Requirements

Passing score on the following exams: CBEST or CSET: Writing Skills Assessment, CSET: Multiple Subjects, or corresponding Single Subject CSET, and RICA. To demonstrate subject matter competence, all candidates for the Preliminary Education Specialist credential are required to pass the California Basic Educational Skills Test (CBEST) and the California Subject Examination for Teachers (CSET: Multiple Subjects or CSET: Single Subject in specific content area) 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.

- 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 credential courses, including student teaching; and,
- CPR certification infant, child and adult.

### Exit Requirement

California Teacher Performance Assessment (CalTPA)

### Contacts

Students are urged to meet regularly with the Academic Programs Manager, Sergio Rodriguez srodriguez@sandiego.edu or (619) 260-7452 and the Credential Analyst, James McCarty jmccarty@sandiego.edu or (619) 260-4821, at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential.

## Preliminary Single Subject

Requirements for the Single Subject Credential

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

### Additional Requirements

Passing score on the following exams: CBEST or CSET: Writing Skills Assessment, and CSET: Single Subject (exam subject will be based on your content area). To demonstrate subject matter competence, all candidates for the Preliminary Single Subject credential are required to pass the California Basic Educational Skills Test (CBEST) and the California Subject Examination for Teachers (CSET: Single Subject) 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.

- 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 credential courses, including student teaching; and,
- CPR certification infant, child and adult.

## Exit Requirement

California Teacher Performance Assessment (CalTPA)

Students are urged to meet regularly with the Academic Programs Manager, Sergio Rodriguez srodriguez@sandiego.edu or (619) 260-7452 and the Credential Analyst, James McCarty jmccarty@sandiego.edu or (619) 260-4821, at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential.

## Preliminary Multiple Subject

### Requirements for the Multiple Subject Credential

Code	Title	Units
<b>Required Courses</b>		
EDTE 500P	Diversity, Inclusion & Schooling	3
EDTE 501P	Methods for Language & Literacy	3
EDTE 502P	Elementary Methods I: Math & Science	3
EDTE 503P	Elementary Methods II: Humanities	3
EDTE 510P	Educational Psychology	3
EDTE 511P	Equity & Advocacy in Educational Systems	3
EDTE 512P	Methods for English Learners	3
EDTE 513P	Positive Behavior Supports for Family, School, and Community Engagement	3
EDTE 516	Technology & Learning	3
EDTE 517P	Assessment	3
EDTE 553F	General Education Student Teaching and Seminar	3
<b>Total Units</b>		<b>33</b>

### Additional Requirements

Passing score on the following exams: CBEST or CSET: Writing Skills Assessment, CSET: Multiple Subjects, and RICA. To demonstrate subject matter competence, all candidates for the Preliminary Multiple Subject credential are required to pass the California Basic Educational Skills Test (CBEST) and 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.

- 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 credential courses, including student teaching; and,
- CPR certification infant, child and adult.

## Exit Requirement

California Teacher Performance Assessment (CalTPA)

Students are urged to meet regularly with the Academic Programs Manager, Sergio Rodriguez srodriguez@sandiego.edu or (619) 260-7452 and the Credential Analyst, James McCarty jmccarty@sandiego.edu or (619) 260-4821, at the School of Leadership and Education Sciences to ensure appropriate course selection and progress toward their credential.

## Certificate Programs

In addition to degrees and credential programs, the School of Leadership and Education Sciences also offers certificate options for ongoing professional development in K-12 classroom environments for teachers at all levels in their careers.

## Certificate Program in Character Development

The Certificate Program in Character Development is designed to meet the needs of educators who are interested in the character development of children and youth. This unique program offers SOLES graduate students the opportunity to take any one of four courses as electives in their current programs. It also enables SOLES graduate students who complete three of the four courses (12 units) to earn a 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.

### Course Requirements

Code	Title	Units
<b>Required</b>		
EDUC 553	Curriculum and Programs in Character Education	3
EDUC 554	Character Based Classroom Management	3
EDUC 556	Instructional Strategies in Character Education	3
<b>Elective</b>		<b>3</b>
EDUC 568	Character and Athletics	
EDUC 581C	Multicultural and Philosophical Foundations of Education in a Global Society	
<b>Total Units</b>		<b>12</b>

## Teaching English to Speakers of Other Languages (TESOL) Certificate

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

Certificate candidates will acquire a working knowledge of linguistics, first and second language acquisition and the cultural and social contexts of learning listening, speaking and writing skills in English with speakers of other languages. TESOL certificate candidates will examine the latest theories, research and applications in TESOL and acquire the knowledge and cultural competencies to assume leadership roles in their areas of expertise. 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 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.

## Course Requirements

Code	Title	Units
EDUC 529	Language, Literacy and Culture	3
EDUC 540	Introduction to the Nature of Language and Linguistic	3
EDUC 541	Second Language Acquisition and Development	3
EDUC 543C	Methods of Teaching English to Speakers of Other Languages	6
<b>Total Units</b>		<b>15</b>

## EDUC/EDSP/EDTE Courses

### EDSP 570P | ASSESSMENT IDENTIFICATION TO TRANSITION SPECIAL EDUCATION

#### Units: 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 571P | POSITIVE BEHAVIOR AND INSTRUCTION MANAGEMENT IN SPED

#### Units: 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, 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 impaired, traumatic brain injury, 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 573P | COLLABORATION WITH FAMILIES AND PROFESSIONALS****Units: 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 SPED****Units: 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 5-22****Units: 1-3**

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****Units: 2-3**

This course will explore policy and procedures pertinent to the special education system within the cultural diversity of California. It will examine such system elements as assessment, case management, finance, individualized program planning, regulations, and professional ethics. Under consideration will be other relevant compliance requirements as contained in federal and state regulations.

**EDSP 589I | HEALTHY ENVIRONMENTS AND INCLUSIVE EDUCATION IN A GLOBAL SOCIETY****Units: 3****Non-Core Attributes: International**

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. 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.

**EDSP 589P | HEALTHY ENVIRONMENTS AND INCLUSIVE EDUCATION IN A GLOBAL SOCIETY****Units: 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 will be 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.

**EDSP 590P | STUDENT TEACHING MILD TO MODERATE DISABILITIES****Units: 1-7 Repeatability: Yes (Can be repeated for Credit)**

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, 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 need of English Language Learning and the diversity of student, parent and community norms.

**EDSP 590S | STUDENT TEACHING MILD TO MODERATE DISABILITIES SEMINAR****Units: 1**

Concurrent Enrollment in EDSP 590P and this seminar are required. The seminar will provide students enrolled in student teaching with additional support with their placements. Class meeting will also include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience.

**EDSP 591P | MCC SPED EXTENDED PRACTICUM****Units: 1 Repeatability: No**

Supervised extended practicum in secondary 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 ages 5-22 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.

**EDSP 593S | PRACTICUM SEMINAR FOR INDIVIDUAL INDUCTION PLAN IIP****Units: 2**

The purpose of the Practicum Seminar for Individual Induction Plan is support participants in sharing, discussing, analyzing and evaluating their current practice in creating positive classroom environments. Through sharing of personal student teaching experiences, participants will address current educational issues affecting children in our schools. Topics that may be discussed are effective classroom management, instructional methods for all children, parent involvement, professional development, education law, resume writing, interview strategies, and professional collaboration.

**EDSP 599 | INDEPENDENT STUDY****Units: 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.

**EDTE 500P | DIVERSITY, INCLUSION & SCHOOLING****Units: 3 Repeatability: No**

This course explores how social inequities related to disability, social class, race and ethnicity, language, class, gender, national origin, and sexual orientation are often perpetuated in schools. The course is organized around three dimensions of schooling and social inequality: (1) Public schools in the U.S. are a project of nation-building, expansion, and imperialism that developed a sociocultural hierarchy via curriculum, instruction, and organization. (2) Historically, to maintain privileges among the dominant cultural group, schools and school systems are organized to track, segregate, and exclude based on socially constructed norms regarding language, ability, and race. (3) Addressing contemporary inequalities requires ongoing advocacy and cultural understanding among educators and community members at all levels. Within this context, candidates critically explore how their own social and political location vis-a-vis schooling impacts their assumptions about the purposes and processes of formal education.

**EDTE 501P | METHODS FOR LANGUAGE & LITERACY****Units: 3 Repeatability: No**

This course is designed to support candidates in developing as literacy instructors within elementary or secondary educational settings. Teacher candidates will develop a critical literacy lens through examination of theories and current practices from local, national, and global perspectives. Teacher candidates will develop foundational literacy knowledge to support assessing, diagnosing, and supporting readers at all levels and within content specific contexts. Candidates will practice and implement (1) evidence based literacy instruction via Culturally Responsive and Universally Designed Lesson plans, (2) literacy goal writing, (3) embedding literacy into content, and (4) aligning literacy practices to content standards. The course includes current research, lectures, analysis of student work and literacy profiles, discussions, and field experience requirements. While not required to pass the course, candidates are encouraged to take the Reading Instruction Competence Assessment (RICA) at the conclusion of the course.

**EDTE 502P | ELEMENTARY METHODS I: MATH & SCIENCE****Units: 3 Repeatability: No**

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social/emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum.

**EDTE 503P | ELEMENTARY METHODS II: HUMANITIES****Units: 3 Repeatability: No**

Prerequisites: EDTE 502P with a minimum grade of C-

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies and The Arts in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students' creativity and imagination in and through the arts.

**EDTE 504P | SECONDARY METHODS I****Units: 3 Repeatability: No**

This course provides an overview of curriculum theory and instructional practice at the secondary level. Candidates will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to present-day foci on inclusion, culturally relevant pedagogy, and learning technology. Within this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include unit and lesson planning, Universal Design Learning (UDL), assessment theory, state curriculum frameworks, teacher inquiry and reflection, and accommodations for diverse learners. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

**EDTE 505P | SECONDARY METHODS II: SOCIAL SCIENCE****Units: 3 Repeatability: No**

Prerequisites: EDTE 504P

This methods course explores the purposes, challenges, complexities, and practical approaches to teaching about the social world at the secondary level. Students will have extensive opportunities to develop, implement, reflect upon, and refine units of study in history and social science. Candidates will collaborate on sourcing and evaluating potential lesson materials and developing original units of study on movements, moments, places, populations, structures, and issues relevant to today's global society. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs.

**EDTE 506P | SECONDARY METHODS II: SCIENCE****Units: 3 Repeatability: No**

Prerequisites: EDTE 504P with a minimum grade of C-

This course is a continuation of EDTE 504P: Secondary Methods I, building on candidate's fundamental knowledge of science teaching and learning. This course has a focus on using educational technologies to support science lessons, integrating other subject matter areas with science content (math, literacy, special education), designing lessons that include all students in learning science, and assessing student understanding of science and the nature of science. Candidates use lesson study to plan and teach lessons for students to learn science, observe K-12 students learning science, and conduct research on students' scientific learning. In addition, candidates consider the role and equity of gender, ethnicity, learning needs, and socio-economic status of scientists and science learners as well as controversial science topics in the news.

**EDTE 507P | SECONDARY METHODS II: MATHEMATICS****Units: 3 Repeatability: No**

Prerequisites: EDTE 504P with a minimum grade of C-

Secondary Methods II- Mathematics prepares students for providing high quality instruction in single subject mathematics classrooms. In the course students will explore why they plan to teach as well as how they plan to teach mathematics. The course exposes students to cultural, social and psychological theories of learning; the development of children's mathematical thinking; and research-based instructional practices that promote mathematics success across a range of students including those who have been identified as having a learning difference or disability. Students will develop their philosophy of mathematics teaching, design a humanizing mathematics syllabus, solve mathematical problems using a variety of methods, practice giving mathematics lessons, engage in continual instructional improvement activities, grapple with issues of equity as they pertain to mathematics teaching and learning, and explore digital resources and technologies related to teaching mathematics for understanding.

**EDTE 508P | SECONDARY METHODS II: ENGLISH****Units: 3 Repeatability: No**

Prerequisites: EDTE 504P with a minimum grade of C-

This methods course explores the purposes, challenges, complexities, and practical approaches to teaching English Language Arts at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the Common Core Standards for the teaching of English. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. A variety of content delivery models will be presented and practiced, including student- and teacher-centered instruction; inquiry-, project-, and problem-based approaches; and cooperative learning strategies. Special emphasis is placed on strategies for accommodating diverse learners and learning needs, and using instructional technology.

**EDTE 509P | SECONDARY METHODS II: WORLD LANGUAGE****Units: 3 Repeatability: No**

Prerequisites: EDTE 504P with a minimum grade of C-

This methods course explores the purposes, challenges, complexities, and practical approaches to teaching world languages at the secondary level. Teacher candidates will have extensive opportunities to develop, implement, reflect upon, and refine units of study aligned with the ATCFL Standards for the teaching of foreign languages. Candidates will design and implement assessments and rubrics to practice analyzing student work and learning. This course has been designed to provide you with the theoretical background of most recent trends in foreign language teaching methodologies. The theoretical foundation will be applied to the teaching of the four communicative skills such as speaking, listening, reading and writing and the teaching of culture to help you develop a repertoire of teaching techniques and strategies in any of these areas. This will further allow you to develop your own philosophy of foreign language teaching, matching your own teaching style with the needs of a diverse student body. This course takes a combination of pragmatic and theoretical approaches to training you as a foreign language teacher.

**EDTE 510P | EDUCATIONAL PSYCHOLOGY****Units: 3 Repeatability: No**

This course synthesizes aspects of developmental and educational psychology to prepare candidates to work with the wide range of individual student differences in skills, motivation, experience and development that are encountered in public and private schools. Students become familiar with cognitive, physical, social/emotional, and moral development of children and adolescents. Students examine research that informs teachers to make connections between theory, empirical research, and educational practice with regard to learning. In addition, students observe in a K-12 classroom for 8 hours to further make these connections.

**EDTE 511P | EQUITY & ADVOCACY IN EDUCATIONAL SYSTEMS****Units: 3 Repeatability: No**

Prerequisites: EDTE 500 with a minimum grade of C-

This course explores how teachers can promote equity through advocacy in educational systems. Candidates engage with current and historical perspectives about federal, state, and local bodies of educational resource allocation and decision-making; legal and policy implications of laws and important court decisions (i.e. ESEA, IDEA, Section 504, and ELL/ELD laws, Williams Case, Serrano v. Priest, Lau v. Nichols, Brown v. Board, Plessy v. Ferguson, and California's Prop. 187, 209, 227, 58) and reflect on how these play out in the classrooms they observe at practicum sites. With a firm grounding in understanding the institutionalized inequities within the systems (schools, class, community), candidates learn about models of reform and create plans for connecting stakeholders and advocating for students. Candidates critically analyze policies that impact LGBTQ families, immigrants (documented and undocumented), English-language learners, those with disabilities, those in poverty, etc. and propose improvements to practice.

**EDTE 512P | METHODS FOR ENGLISH LEARNERS****Units: 3 Repeatability: No****Non-Core Attributes: Community Engagement**

This course intends to provide candidates with the knowledge and skills to be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners (ELs). It examines ways to create supportive learning environments for students' second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), Universal Design for Learning (UDL), and scaffolding across content areas. Candidates explore assessment and instructional practices for the English Language Development (ELD) in listening, speaking, reading, writing. Candidates acquire a basic understanding of the differences between language development and disability and issues of over and under-representation of ELs in special education. The field experience for this class consists in assessing, assisting, and planning instruction for an English learner. This practical work provides candidates with the opportunity to gain experience in second language teaching for ELs and to observe the process of second language acquisition, cultural adaptation, and academic growth.

**EDTE 513P | POSITIVE BEHAVIOR SUPPORTS FOR FAMILY, SCHOOL, AND COMMUNITY ENGAGEMENT****Units: 3 Repeatability: No**

PK-12 schools serve students and families from culturally and linguistically diverse backgrounds, various ranges of ability, and differing levels of resources. This course is designed to provide educators with the skills required to work effectively with the families, school, and community in creating a safe, positive, and engaging environment to meet the needs of all learners. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across PK-12 settings where individuals with and without individualized education plans (IEPs) are receiving instructional, social, behavioral and transition life-skill services. Candidates will learn and apply positive behavioral interventions and supports (PBIS) and functional behavior analysis (FBA) to understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and supportive towards students' growth. Additional focuses will include collaboration, understanding family coping processes, development of communication and problem-solving skills, active listening, utilization of parent interview techniques in family assessment, and methods for accessing educational and developmental service delivery systems. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs. The course uses a disability studies lens, focusing on a strengths-based understanding of families and the influence of social and cultural factors on the lived experience of disability. Through this course, candidates will demonstrate effective and professional collaborative strategies in working with stakeholders (families, other educators, paraprofessionals, administration, district personnel, community-based organizations, and outside agencies).

**EDTE 514 | EDUCATIONAL RESEARCH METHODS****Units: 3 Repeatability: No**

This course is an introduction to research methods with an emphasis on reflective, practitioner-directed inquiry. The course surveys quantitative, qualitative and mixed-methods educational research studies, focusing on the nature of action research and action research methodology. A primary goal of the course is to prepare educational professionals to access and critically consume educational research findings to support and extend their own inquiries. Candidates will complete a certification through the Institutional Review Board (IRB) in understanding the principles and policies of ethical research on human subjects. Candidates will use the "plan-teach-assess-reflect-apply" framework of educational action research in their credential performance assessment requirement to assess their classroom and students' needs, conduct a literature review, identify classroom-focused research questions, design appropriate instructional projects using a variety of data sources, and initiate those projects in their field placement. They will analyze the findings and reflect on their own instructional style towards becoming teacher-researchers.

**EDTE 515S | CAPSTONE SEMINAR****Units: 3 Repeatability: No**

Prerequisites: EDTE 514 with a minimum grade of C-

In keeping with the re-iterative structure of action research, in this course, candidates will complete a second cycle of the "plan-teach-assess-reflect-apply" framework of educational action research in their credential performance assessment requirement. Candidates will reflect on their implementation of the first cycle, make appropriate modifications and conduct a second cycle of implementation. This course will support candidates as they work to analyze data collected in their field placements, and as they continue on their journey as teacher-researchers. This capstone course culminates in the dissemination of candidates' research through a written paper that maintains appropriate academic tone and style and a presentation to a professional audience.



**EDTE 516 | TECHNOLOGY & LEARNING****Units: 3 Repeatability: No**

Instructional technology integration (sometimes called EdTech) is a crucial part of preparing our PK-12 students for their futures. New and emerging technologies are what your students will be using to learn and complete projects. It can also be a means to enhance learning, improve motivation, increase accessibility, individualize instruction, and improve communication with parents and stakeholders. This course will support you in developing your skills as you implement technology to support the full range of needs of your own students now and in the future. This course guides candidates in learning and applying the most current uses of technology in the classroom to support instruction, progress monitoring, and communication between students, teachers, and families. Candidates will effectively incorporate technology and assistive technology using the principles of Universal Design for Learning (UDL), Multi-Tiered System of Support (MTSS), and the standards from the International Society for Technology in Education (ISTE) to support access to and engagement of the curriculum for learners within multiple settings. Candidates will learn about community resources and agencies supporting assistive technology for learners and families.

**EDTE 517P | ASSESSMENT****Units: 3 Repeatability: No**

This course applies developmental, psychological, academic, social, and behavioral characteristics of typical/atypical learners in PK-12 to recommend academic, social, and behavioral supports for learning. Candidates are instructed on comprehensive (formal/informal), unbiased, non-discriminatory assessment of learners; collaborative multidisciplinary decision-making approach; and the application of learning theories in development of an academic support program (IFSP, IEP, and/or ITP). Candidates will review school records (such as CELDT, High Stakes Tests, etc.), assess a student's present levels of performance, and gather information from multiple sources to inform identification, placement, planning, monitoring and transitioning of students academically, socially and/or behaviorally. Candidates are trained on administration of assessments, data-driven decision making, and working with stakeholders in designing an academic, behavioral, and social/emotional support system at home, school, and within the community settings. This course provides hands-on experience with case studies / management, informed instruction, progress monitoring, and collaboration in support of diverse learning needs.

**EDTE 518C | EDUCATING THE LATINX STUDENT: HISTORY & CULTURE****Units: 3 Repeatability: No**

This course will address the needs of students interested in teaching heritage Spanish language learners in bilingual/dual language programs in both elementary and secondary school settings. It provides Bilingual Authorization teacher candidates with the knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. This course provides knowledge on the cultural aspects of bilingualism and biliteracy from a local and international perspective. A focus is on the traditions, roles, status, and communication patterns of the culture of emphasis (LatinX) as experienced in the country or countries of origin and in the United States. Themes include Crosscultural, intercultural and intracultural relationships and interactions, family-school, community engagement, and partnerships and resources, and assist in identifying and using community resources as assets, as well as contributions of the Chicano/LatinX culture in California and the United States.

**EDTE 519P | METHODS FOR LANGUAGE AND LITERACY IN SPANISH****Units: 3 Repeatability: No**

Bilingual candidates explore research, develop and apply knowledge of metacognitive, metalinguistic and developmental processes of bilingualism and biliteracy. Candidates gain knowledge about appropriate language use and usage when interacting with students at different developmental stages of bilingualism and biliteracy. They use contrastive analysis to facilitate development of listening, speaking, reading, and writings skills in Spanish. They learn strategies to provide differentiated instruction in primary language instruction based on student proficiency levels and acquire effective strategies for teaching listening, speaking, reading and writing in Spanish. Candidates demonstrate knowledge of strategies for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students' language proficiency in Spanish. They also practice using standardized and non-standardized primary language assessments. The course provides opportunities for skill development in planning, selecting and using a variety of strategies for developing students' literacy in Spanish and how to write language and grade-level content objectives in lessons, providing linguistic scaffolding and activating background knowledge and experiences.

**EDTE 520P | BILINGUAL ELEMENTARY CURRICULUM METHODS I: MATH AND SCIENCE****Units: 3 Repeatability: No**

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards. Using pertinent contributions from research in learning theory, motivation, social/emotional learning, individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive dual language settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices including reasoning, questioning, modeling, developing arguments, and communicating conclusions. Candidates will learn to build equitable learning environments through Universal Design for Learning (UDL), to plan inclusive lessons and units using backward design process, to construct formative and summative assessments, to use appropriate digital tools, and to provide for accommodations and/or modifications to promote student access to the curriculum. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will model practices of blended learning (also known as hybrid learning) that allows students to integrate face-to-face learning with technology-based, digital instruction. Learning takes place in settings (or in a combination of settings) that include the classroom, home, or mobile environments and gives students an element of control over the time and the pace of their learning. A portion of our classroom activities will include blended/digital learning and will adhere to the ISTE Standards. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.

**EDTE 521P | BILINGUAL ELEMENTARY CURRICULUM METHODS II: HUMANITIES****Units: 3 Repeatability: No**

Prerequisites: EDTE 500P with a minimum grade of C-

This course provides elementary (TK-6) teacher candidates an overview of key dimensions of curriculum and instruction theory and practice in social studies the Visual and Performing Arts and Physical Education in accordance with State and National Standards. Using pertinent contributions from research in learning theory, motivation, readiness, and individual differences, candidates will be provided with opportunities to observe, teach and self-reflect on student learning in culturally diverse and inclusive settings. Emphasis will be placed on demonstrating understanding of content-specific pedagogical practices of asking questions; analyzing texts, photographs, films, internet resources, books, historical artifacts and documents; developing arguments, and communicating conclusions, and examines the central role of the arts in learning. The course focuses on the creation of interdisciplinary lessons and units that promote student access to the curriculum and promotes historical understanding, social justice, civic participation in a democratic society, and the development students' creativity and imagination in and through the arts and through physical education and movement. They learn how to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. Candidates acquire knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. They select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences. They learn how to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials in the primary and target language. This course will be taught 50% in English and 50% in Spanish, with class sessions and presentations conducted in Spanish.

**EDTE 551P | CLINICAL EXPERIENCE 1: PRACTICUM****Units: 1 Repeatability: No**

This practicum is designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in-class with classroom practices. The cooperating teacher will serve as a resource for students, providing a strong professional model, discussing practices with students, and supporting the student as they "try out" lesson planning and classroom teaching. This practicum is a one day per week field experience at a school site selected by the Field Experiences Offices. Candidates are placed at schools with members of their cohort This field experience is a 75 hour experience at a qualified school site. NOTE: this course follows the USD schedule.

**EDTE 552P | CLINICAL EXPERIENCE 2: EXTENDED PRACTICUM****Units: 2 Repeatability: No**

Prerequisites: EDTE 551P with a minimum grade of C-

This practicum is designed to provide classroom experiences that will enhance understanding of instructional methods and curriculum design. Students will have the opportunity to observe teaching and learning in progress and connect theories discussed in-class with classroom practices. The cooperating teacher will serve as a resource for students, providing a strong professional model, discussing practices with students, and supporting the student as they "try out" lesson planning and classroom teaching. Extended practicum is a part-time (20 hours per week) teaching experience at a qualified school site under the supervision of a cooperating teacher and University supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher's credential pathway. NOTE: this course follows the USD schedule.

**EDTE 553F | GENERAL EDUCATION STUDENT TEACHING AND SEMINAR****Units: 3 Repeatability: No**

EDTE 553F is a field-based course with an in-person seminar meeting to support the requirements of student teaching. Some semester meetings will be based on modules to support the completion of the California Teacher Performance (CalTPA). While teacher candidates are completing multiple or single subject (e.g., general education) student teaching, a multitude of necessary skills and steps are required for successful completion. In addition to daily field work in a student teaching setting, student teachers must utilize EdThena for formal observations from their university supervisor, complete CalTPA cycles 1 and 2, and build their Individual Development Plan (IDP) to bring with them into their future induction program. Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA in their student teaching classrooms. The purpose of the student teaching seminar is also to allow participants to share, discuss, and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections, and sharing of personal student teaching experiences, participants will address current educational issues affecting children in our schools with an emphasis on diverse populations. Topics that may be discussed are classroom observation, classroom management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration.

**EDTE 554F | EDUCATION SPECIALIST STUDENT TEACHING AND SEMINAR - MILD MODERATE****Units: 3 Repeatability: No**

EDTE 554F is a field-based course with an in person seminar meeting to support the requirements of the Education Specialist student teaching. Other semester meetings will be based on modules to support the Education Specialist teacher candidates' roles as future teachers. While Education Specialist teacher candidates are completing multiple or single subject (e.g., general education) student teaching, a multitude of necessary skills and steps are required for successful completion. In addition to daily field work in a student teaching setting, student teachers must utilize EdThena for formal observations from their university supervisor. They will write their Individual Development Plan (IDP) to bring with them into their future induction program as well as complete an Education Specialist Transition Plan from Pre-school, primary to middle, from middle to high school, and from high school to postsecondary. They will also be introduced to the California Teacher Performance Assessment (CalTPA) as they transition to adding a General Multiple or Single Subject credential authorization while student teaching the following semester Candidates will use the "plan-teach-assess-reflect-apply" framework of CalTPA in their student teaching classrooms as a framework as CalTPA for Education Specialist is currently being designed. The purpose of the student teaching seminar is also to allow Education Specialist student teachers to share, discuss, and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections, and sharing of personal student teaching experiences, participants will address current inclusive education educational issues affecting children in our schools with an emphasis on diverse populations. Topics that may be discussed are classroom observation, classroom management, classroom environment, home-school connections, legal requirements and restrictions, continuing professional development, and professional collaboration within inclusive classrooms.

**EDTE 555F | FIELD PLACEMENT SUPPORT****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

This seminar runs concurrent with the field experience of a teacher of record either through internship at a public TK-12 setting or full-time teacher place at a private TK-12 institution. The seminar provides candidates an opportunity to share and discuss their experiences of being a teacher of record, make connections with what they learned in their university classrooms and what they are learning in the schools and their placement, and address special topics as they work towards meeting the teacher performance expectations set out by the state of California, University of San Diego, and their school placement.

**EDTE 556F | BILINGUAL/DUAL LANGUAGE CLINICAL EXPERIENCE: STUDENT TEACHING****Units: 3 Repeatability: No**

Prerequisites: EDTE 518C with a minimum grade of C- and EDTE 519P with a minimum grade of C- and EDTE 520P with a minimum grade of C- and EDTE 521P with a minimum grade of C-

Student teaching is a full semester, all day teaching experience at a qualified bilingual/dual language school site under the supervision of a bilingual/dual language credentialed cooperating teacher and bilingual/dual language credentialed University supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher's credential pathway. In this case-bilingual authorization-Spanish.

**EDUC 500 | RESEARCH DESIGN METHODOLOGY****Units: 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 PARTNERSHIPS****Units: 3 Repeatability: No**

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****Units: 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.

**EDUC 503 | INSTRUCTIONAL LEADERSHIP****Units: 3 Repeatability: No**

This course addresses the development, implementation, and assessment of rigorous and coherent systems of curriculum, instruction, and assessment designed to promote each student's academic success. Targeted focus on effective strategies to develop the professional capacity of teachers and other school personnel through effective hiring, coaching, mentoring, and accountability structures.

**EDUC 504 | INTERNATIONAL AND COMPARATIVE EDUCATION****Units: 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 cross-national studies in education, such as the exploration of the relationship between education, culture and society in a global context. The course emphasizes comparative policy studies in education, including studies on globalization and policy borrowing/lending. Each time the course is offered it will address specific issues (e/g/, comparative and international education in the Spanish speaking world) in international educational development as well as comparative studies that analyze teaching and learning in different national contexts.

**EDUC 505 | DISCOURSE, SCHOOLING AND LEARNING COMMUNITIES****Units: 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 | DATA DRIVEN DECISION MAKING****Units: 3 Repeatability: No**

This course is a rigorous exploration of how school leaders use data, including standardized and school-based assessments, to drive continuous improvement through site-based decision-making for the express purpose of promoting equitable and culturally responsive opportunities for all students.

**EDUC 507 | CREATIVITY AND INNOVATION IN SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATH****Units: 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 AND MATH EDUCATION****Units: 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****Units: 3 Repeatability: No**

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****Units: 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****Units: 1-30**

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 | THE STRUGGLE FOR EDUCATIONAL EQUITY****Units: 3**

Students will analyze the history of the development of the American educational system and acquire theoretical knowledge regarding the social construction of education with a particular focus on issues of diversity, inequity, conflict and social justice within a school context. We will use the U.S. educational system to analyze the struggle to achieve equity and peaceful relations among all groups. As well, we will explore the conflicts and tensions that plague other countries facing similar struggles. The history of the U.S. is a history of conflict and struggle for peace. Racial turmoil and inequity have characterized our political, social, and educational systems. Educators and political leaders from all races have attempted to attain peace among its citizenry and achieve educational access and opportunity for all students, yet racial violence, discrimination, and educational inequity persists. This situation is not unique to the U.S., but rather, is replicated throughout the globe. It begs the question: How do you educate all children equally in multiracial multicultural societies? How do you educate the immigrant, the native, the formerly enslaved and the former slaveholder? We will conduct comparative investigations of educational systems in such places as Mexico, New Zealand and South Africa and expose the theoretical foundations of their educational systems. Focusing on the similarities and/or differences globally, students will critically analyze conventional assumptions about educational access and opportunity and consider ways to reframe problems and improvements that hold the potential for educational change. This course will provide graduate students an opportunity to investigate and reconsider the foundations of education on a global scale. Ball and Cohen (2000) point out that “how professionals and researchers understand the enterprise [of education] matters for how they frame problems, for the improvements that seem plausible, and for what they expect from schooling.” This course will help students to rethink education in a way that challenges individual deficit perspectives of educational outcomes and instead, examines the historical, legal, political, structural, and cultural factors that have shaped the way schools are organized and the disparate academic achievement that results.

**EDUC 513 | HUMAN DEVELOPMENT****Units: 3-30**

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****Units: 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 515 | ETHICAL LEADERSHIP IN AN ERA OF SCHOOL REFORM****Units: 3 Repeatability: No**

Contextualized within the evolving high stakes accountability context of public K-12 education, this course will consider the challenges and opportunities facing educational leaders. The course will examine the history and impact of national, state, and local reform movements, and explore how educational leaders develop, advocate for, and enact a shared mission and vision for excellence and equity within schools and districts. The course will include a focus on ethical and professional norms for school leaders and address legal rights and responsibilities.

**EDUC 516 | CHANGEMAKERS IN K-12 EDUCATION: NATIONAL AND INTERNATIONAL PERSPECTIVES****Units: 3 Repeatability: No****Non-Core Attributes: International**

This course builds on knowledge and skills on Changemaking that candidates have acquired through a variety of courses in the learning and teaching department. This course explores Changemaking in K-12 in the context of host country's educational system. Candidates examine Ashoka's Changemaker framework in light of the development of empathy, problem-solving, leadership and collaboration to achieve inclusion and social change in the classroom. The course uses empathy as the basis for actions that teachers can take to facilitate their students' development as agents of change. Candidates visit a Changemaker school in San Diego and compare later to Changemaker schools in the host country. The schools abroad are public and Charter Changemaker schools, including at least one with a special education focus. Candidates learn how administrators, teachers, and parents serve and integrate immigrant linguistically diverse students and students with disabilities through inclusive practices. Candidates get familiar with student-centered, cooperative approaches and design thinking-based methodological approaches that are used in Changemaker schools. They analyze the systems, culture, mindset and curriculum in this type of schools. They explore theory and methodology -including assessment practices- used to provide children equal access to the curriculum and skills for the 21st century. Candidates are guided by and co-create lessons with foreign teachers that support children in their development as Changemakers.

**EDUC 517 | DIGITIZED LEARNING WITH TECHNOLOGY****Units: 3 Repeatability: No**

This course will address virtual learning by using technology and digitized learning education material that is accessible for all types of learners. Students will learn the foundations and frameworks of educational technology. Students will learn how to use digital content via the Internet and technology tools to transform traditional instruction. Students will also investigate professional development opportunities to keep them current with their profession and the ever changing technology field.



**EDUC 518 | CHANGEMAKING WITH TECHNOLOGY****Units: 3 Repeatability: No**

Changemaking involves taking creative action to solve a social problem. Schools and companies are incorporating emerging technologies (e.g., coding, robotics, 3D printing, Virtual Reality, Design Thinking, and interest/strengths exams such as the RIASEC) to enhance learning opportunities and transform instruction.

This course provides students with meaningful learning experiences using technology to promote social change. Students will be challenged to think about how technology impacts our daily lives, the way we learn, and how we utilize it in our day to day lives. Students will also gain understanding of how technology can be leveraged to personalize learning for all types of learners including adults. This course is for students to gain innovative and engaging teaching methods for developing 21st century skills and digitized learning.

**EDUC 519 | INSTRUCTIONAL DESIGN FOR TEACHER LEADERS****Units: 3 Repeatability: No**

Prerequisites: EDUC 517 with a minimum grade of C- and EDUC 518 with a minimum grade of C-

This course addresses the systematic design of learning experiences and environments. Students analyze, apply, and evaluate principles of instructional design to develop education and training materials spanning a wide range of knowledge domains and instructional technologies. Students learn about the use of instructional design (ID) models and predominant learning theories (behaviorist, cognitive, and constructivist) to create effective learning experiences. Learners explore various elements of the instructional design process, including needs assessment, instructional problems, learner characteristics, instructional objectives, content sequencing, instructional strategies, instructional delivery, evaluation instruments, instructional resources, media selection, and formative evaluation.

**EDUC 520 | SOCIAL JUSTICE AND EDUCATIONAL EQUITY****Units: 3****Non-Core Attributes: International**

Analysis of the American educational system with a particular focus on issues of diversity, inequity, conflict and social justice within a school context. Historical case studies, contemporary policies and practices, and international comparisons compel consideration of the social construction of education.

**EDUC 521 | LEARNING AND COGNITION****Units: 3 Repeatability: No**

Prerequisites: EDUC 520 with a minimum grade of C-

Explore key cognitive studies on human cognition and learning. You will critically discuss research and contemporary debates on cognitive processes, learning, memory, reasoning, problem-solving, developmental mechanism, cognitive styles, motivation, and the socio-cultural foundations of learning with an emphasis on the implications for educators and educational researchers.

**EDUC 522 | EDUCATIONAL RESEARCH METHODOLOGY****Units: 3 Repeatability: No**

Prerequisites: EDUC 520 with a minimum grade of C- and EDUC 521 with a minimum grade of C-

Introduction to the major educational research methods and paradigms with an emphasis on reflective, practitioner-directed inquiry. The course encompasses quantitative methods, qualitative methods, mixed methods, and action research frameworks. Particular emphasis is placed on action research as a reflective and collaborate inquiry for improving educational practices.

**EDUC 523 | QUALITATIVE METHODS IN EDUCATIONAL RESEARCH****Units: 3 Repeatability: No**

Prerequisites: EDUC 520 with a minimum grade of C- and EDUC 521 with a minimum grade of C- and EDUC 522 with a minimum grade of C-

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 | UNIVERSAL DESIGN THROUGH TECHNOLOGY****Units: 3 Repeatability: No**

Prerequisites: EDUC 517 with a minimum grade of C- and EDUC 518 with a minimum grade of C- and EDUC 519 with a minimum grade of C-

Universal Design for Learning (UDL) is a teaching approach that helps provide an equal opportunity for all different types of learners. UDL through technology offers flexibility for instruction, accessibility of educational material, and mastery of content using multimedia. Students will learn the “what” of learning, relating to the need to present material in multiple formats. Students will also examine the “how” of learning, by expressing the understanding of content and concepts through assessment options. And finally, students delve into the “why” of learning by studying learning styles and using multi-modalities. Students in this course will use the UDL framework to plan, develop, and evaluate technology based on various learning styles. This is accomplished by using technology and UDL framework to promote inclusion and equity in the classroom.

**EDUC 526 | ADVANCED METHODS OF TEACHING ENGLISH LANGUAGE & ACADEMIC DEV****Units: 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 AND CURRICULUM DESIGN****Units: 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****Units: 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****Units: 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****Units: 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 DEV IN ESL****Units: 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****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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.

**EDUC 533 | DESIGNING LEARNING ENVIRONMENTS FOR ALL****Units: 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****Units: 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.

**EDUC 535 | CURRICULUM DESIGN AND EVALUATION****Units: 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 | CURRICULUM INNOVATIONS****Units: 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 | FOUNDATIONS IN CURRICULUM AND INSTRUCTION THEORY: SECONDARY PRAXIS IN HISTORICAL CONTEXT****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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 537P | FOUNDATIONS IN CURRICULUM AND INSTRUCTION THEORY: SECONDARY PRAXIS IN HISTORICAL CONTEXT****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course provides an overview of key dimensions of curriculum and instruction theory and practice across secondary disciplines. Students will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to the present-day foci on social justice, inclusion, and Universal Design Learning (UDL). Building on this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include UDL, unit and lesson planning, assessment theory, standards-based curriculum and instruction, and teacher reflection. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

**EDUC 538 | IDENTIFYING AND RESPONDING TO THE NEEDS OF DIVERSE LEARNERS****Units: 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 540 | INTRODUCTION TO THE NATURE OF LANGUAGE AND LINGUISTIC****Units: 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****Units: 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 543C | METHODS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES****Units: 6**

Prerequisites: EDUC 540 with a minimum grade of C- and EDUC 541 with a minimum grade of C-

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****Units: 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****Units: 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****Units: 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 PROGRAM****Units: 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****Units: 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 549P | PRACTICUM IN TESOL****Units: 3**

Prerequisites: EDUC 529 with a minimum grade of C- and EDUC 540 with a minimum grade of C- and EDUC 541 with a minimum grade of C- and EDUC 543C with a minimum grade of C-

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****Units: 3**

Prerequisites: EDUC 520 with a minimum grade of C- and EDUC 521 with a minimum grade of C- and EDUC 522 with a minimum grade of C- and EDUC 523 with a minimum grade of C-

The capstone seminar is the final course in the on-line MEd program sequence.

This course supports candidates as they engage in an action research project appropriate to their area of specialization and responsive to the needs of their classroom. The AR project is a requirement to earn a degree in this program.

Prerequisites: EDUC 520, 521, 522, 523.

**EDUC 551P | MCC EXTENDED PRACTICUM****Units: 1-2 Repeatability: Yes (Can be repeated for Credit)**

During extended practicum, members of the Masters Credential Cohort will spend a minimum of two periods/20 hours week observing in a classroom. In one of those periods the candidate will take increasing responsibility and will teach at least one unit independently.

**EDUC 552P | MCC STUDENT TEACHING****Units: 1-6 Repeatability: Yes (Can be repeated for Credit)**

During the student teaching, members of the Masters Credential Cohort will spend a minimum of three periods working in a secondary classroom with the guidance of a cooperating teacher. During two of those periods, the candidate will be expected to begin the semester teaching the class and to gradually take responsibility for planning instruction.

**EDUC 553 | CURRICULUM AND PROGRAMS IN CHARACTER EDUCATION****Units: 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****Units: 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 characterbased discipline plans such as the "Raising Responsibility Plan," "Win-Win Discipline," "Second Chance," and "Discipline With Dignity."

**EDUC 555 | LEADING PROFESSIONAL LEARNING COMMUNITIES****Units: 3 Repeatability: No**

Candidates will better understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the concurrent development of teacher leadership. Candidates will develop the capacity to communicate and lead others in continuous improvement and monitoring of school improvement efforts based on student and school data including developing strategies for designing data collection, organizing data analysis, and developing instructional improvements strategies based on data trends.

**EDUC 556 | INSTRUCTIONAL STRATEGIES IN CHARACTER EDUCATION****Units: 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****Units: 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 151 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****Units: 1**

Prerequisites: EDUC 557

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****Units: 3**

and empirical level. Specifically, the course will examine the process and environments in which technology can promote learning. The following questions will be explored throughout the course. 1. How does learning occur? 2. In what environment can technology promote learning? 3. What is the process by which technology enhances learning? Theoretical frameworks for the course include both sociocultural theory and critical pedagogy. Above all, this class is about making connections between theory, empirical research, and educational practice with regard to the use (benefits and drawbacks) of different technologies.

**EDUC 560 | ORIENTATION****Units: 0**

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****Units: 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****Units: 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****Units: 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****Units: 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****Units: 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****Units: 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 567S | MCC EXTENDED PRACTICUM SEMINAR****Units: 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 568 | CHARACTER AND ATHLETICS****Units: 1-3**

This course examines the interplay between character and athletics. Students will investigate and critique programs that are designed to enhance the character of athletes. Students will examine specific programs in the sports industry that claim that their programs contribute to one's character development. Students will interact with USD athletic department leaders, and discuss/debate current issues that promote or negate character development.



**EDUC 570 | CATECHETICAL CERTIFICATION FOR TEACHERS OF RELIGION IN CATHOLIC SCHOOLS****Units: 0 Repeatability: Yes (Can be repeated for Credit)**

Recognizing the catechetical leadership of those teaching religion in Catholic schools, this program is designed to provide professional development for religious educators to grow in their personal, intellectual, and technical capacities. The certification offers a comprehensive and systematic presentation of the core elements of Catholic faith and practice in a way that relates to their life experiences and offers an opportunity to develop an understanding of their own faith. Through the study of Scripture, and the teaching of the Church's tradition, students learn how they can provide quality, effective catechesis among the diverse people of God.

**EDUC 575P | INCLUSIVE CURRICULA FOR LEARNERS 5-22****Units: 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 578 | LEARNING AND TECHNOLOGY****Units: 3**

This course will explore the relationship between learning and technology at both a theoretical and empirical level. Specifically, the course will examine the process and environments in which technology can promote learning. The following questions will be explored throughout the course. 1. How does learning occur? 2. In what environment can technology promote learning? 3. What is the process by which technology enhances learning? The theoretical framework for the course includes sociocultural theory. Above all, this class is about making connections between theory, empirical research, and educational practice with regard to the use (benefits and drawbacks) of different technologies.

**EDUC 579 | EXPERIMENTAL TOPICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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 579I | EXPERIMENTAL TOPICS: INTERNATIONAL EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: International**

This course number is used by SOLES for international experience experimental topics courses. The title and content of each 579I course will vary by topic and program/department. If more than one 579I course is offered during a single semester, section numbers will allow for identification of the course.

**EDUC 580 | MASTER'S CAPSTONE SEMINAR****Units: 3**

Prerequisites: EDUC 500 with a minimum grade of C-

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****Units: 3**

**Non-Core Attributes: Community Engagement, Diversity-Pre F17 CORE**  
This course examines philosophical, sociological, and historical foundations of multicultural education. Issues related to the education of diverse learners in a global society will 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****Units: 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****Units: 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.

**EDUC 584C | METHODS OF TEACHING ENGLISH LANGUAGE AND ACADEMIC DEVELOPMENT IN CROSSCULTURAL CONTEXTS****Units: 3**

This course aims to provide candidates with socio-cultural knowledge, pedagogical skills and dispositions to support English Language Learners (ELL's) from diverse cultures and languages. This course examines the theoretical perspectives of second language (L2) acquisition and effective/ineffective 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, 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.

**EDUC 585P | ELEMENTARY CURRICULUM METHODS FOR GLOBAL CLASSROOMS****Units: 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.

**EDUC 586 | TEACHING STUDENTS ON THE AUTISM SPECTRUM****Units: 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****Units: 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****Units: 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 590P | STUDENT TEACHING FOR MULTIPLE SUBJECT CREDENTIAL PRACTICUM****Units: 1-9**

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. Students must register for EDUC 590S–Student Teaching Seminar for Multiple Subject Credential concurrent with this course.

**EDUC 590S | STUDENT TEACHING FOR MULTIPLE SUBJECT CREDENTIAL SEMINAR****Units: 1-3**

Students are required to take this 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 SINGLE SUBJECT CREDENTIAL PRACTICUM****Units: 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/crrstudents/policies.php](http://www.sandiego.edu/academics/soles/crrstudents/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 FOR SINGLE SUBJECT CREDENTIAL SEMINAR****Units: 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****Units: 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 599 | INDEPENDENT STUDY****Units: 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 601 | CRITICAL SOCIAL THEORY AND EDUCATION****Units: 3 Repeatability: No**

This seminar introduces first-year doctoral students to critical theoretical frameworks in educational research and praxis. Critical theories are often distinguished from “traditional” theories by their goal of unmasking ideologies that falsely justify forms of domination. Contemporary criticalists ground their work in scholarship from the Frankfurt School, an intellectual hub in the 1920s and 30s widely credited with extending Marxian thinking from its classical emphasis on materialism and structural inequality to processes of cultural production and the maintenance of oppressive social relations. This tradition has been adopted by and adapted for a range of social movements around the globe, including resistance efforts to domination related to socioeconomic status, race, ethnicity, nationality (nationalisms, displacement, colonization, borders, etc.), gender, sexual orientation, disability, language, and other social identities. This course explores how education scholars take up frameworks from these adaptations to uncover, critique, and dismantle dimensions of oppression in educational contexts.

**EDUC 602 | EDUCATIONAL RESEARCH & METHODS****Units: 3 Repeatability: No**

The goal of this course is to introduce doctoral students to educational research, its philosophical underpinnings, paradigms and major instantiations. Students will engage with the major questions of education research, and the methods that researchers have used to tackle these questions. The course includes an introduction to qualitative and quantitative research methods and to the policies and regulations associated with conducting research with human subjects.

**EDUC 603 | HISTORY OF EDUCATION FOR SOCIAL JUSTICE****Units: 3 Repeatability: No**

This course uses the history of education as a lens to examine our commitments to social justice (i.e. opportunity, access, inclusion, etc.) for marginalized (colonized, minoritized, etc.) communities and individuals. Set against the backdrop of the major historical movements of the 19th, 20th and 21st centuries, the course urges doctoral students to consider the role of education in enacting and withholding the ideals of civil and democratic societies. Students will consider education in its numerous dichotomies- A lever or change/a preserver of the status quo; a tool of liberation/ a tool of oppression; a guarantor of fairness /an underwriter of privilege. Students will exit the course with a deeper understanding of the major movements of organized education both in the US and select international contexts, and tools for analyzing and interrupting the “constancy and change” of educational systems.

**EDUC 604 | EDUCATION AND GLOBALIZATION****Units: 3 Repeatability: No**

This course introduces students to an analysis of the post-colonial impact of globalization on education, with particular reference to international development and the international aid agenda. Key themes such as world culture theory, knowledge economy, and the role of English will be considered from the framework of globalization. In addition, students will examine the geopolitical hegemony of the global North on the global South through policies and practices in education, such as Education For All, inclusive education, and school assessment standards. Globalization as it pertains to education will be considered from a variety of perspectives including enhancement through social and transnational mobility and potential threats to tradition, particularly for marginalized communities, and with specific reference to class, ethnicity/race, and gender.

**EDUC 605 | LANGUAGE AND CULTURE IN EDUCATION****Units: 3 Repeatability: No**

This course will be structured in three phases within the seven course modules- Phase 1: will focus on Language and culture in the US; Phase 2: Language and culture from a global perspective (policy, practice- historical and present) and Phase 3: Application of language and culture in education (as it relates to profession and practice). We will review how these theories (both critical and non critical) have shaped important educational practices and ideas specifically as they relate to the language, heritage, and culture of students. The course will further introduce students to current and emerging concepts, theories, and methods in the field of language, culture and education policy and planning from a social justice, equity and access perspective. Recent developments in the field pivotal in language learning, cultural proficiency and teaching will be researched and studied. This course reflects the breath of disciplinary knowledge from multiple angles across diverse sociocultural and sociopolitical contexts. It seeks to enable students in language, culture, and education to get a sense of the issues being pursued in language, culture, and education and biliteracy planning.

**EDUC 606 | EDUCATIONAL POLITICS & POLICY****Units: 3 Repeatability: No**

This course surveys moments, issues, frameworks, and methods in two interrelated areas of scholarship: politics of education and educational policy. Increasingly, educational leadership programs have moved away from administration models that focus solely on management to those centered on educational politics and policy. This shift reflects changes in how decisions are made about schooling in the contemporary moment. For generations, local schools and educational agencies determined how resources were allocated and what schooling practices were standard. Today, federal and state school funding is often tied to policies that mandate or incentivize particular educational interventions and practices. Many scholars argue that protecting national interest and global marketplace competition drives this trend in many nations around the world. This course is organized into three parts to understand this larger context and the many roles scholars play in developing, critiquing, implementing, and evaluating educational policy. Part I focuses on the evolution of education politics and governance. Part II focuses on the emergence of educational policy as a distinct field and highlights prevalent methods of knowledge production among its early scholars. Part III focuses on how educational policy scholars work for equity and social justice.

**EDUC 607 | QUANTITATIVE RESEARCH METHODS AND DESIGN IN EDUCATION I****Units: 3 Repeatability: No**

This is the first in a two-course series that prepares students to conduct, analyze and write-up research employing quantitative methods and designs. The course uses cases and seminal educational research studies as tools to build and strengthen student capacity and facility with conducting quantitative research studies. Emphasis is placed on developing rich, conceptual understanding of the statistics used in educational and social-science research and thereby enabling students to ask more precise questions and conduct more sophisticated analyses. In this first course, students examine descriptive statistics including measures of central tendency and variability; concepts of validity and reliability; the normal distribution; and statistical inference including estimation, hypothesis testing, and correlation coefficients. This context-driven approach is designed to help students answer the question: How might quantitative research methods and designs be employed to understand and analyze pressing issues of educational access, equity, and inclusion?

**EDUC 608 | QUANTITATIVE RESEARCH METHODS AND DESIGN IN EDUCATION II****Units: 3 Repeatability: No**

Prerequisites: EDUC 607 with a minimum grade of B-

This is the second in a two-course series that prepares students to conduct, analyze and write-up research employing quantitative methods and designs. The course uses cases and seminal educational research studies as tools to build and strengthen student capacity and facility with conducting quantitative research studies. In this second course, students examine the meaning of and learn to test for statistical significance. They construct confidence intervals; and run t-tests, one-way, factorial, and repeated measures ANOVAs; and regressions. The course includes with two modules devoted to survey design and concludes with instruction on writing-up the findings section of a quantitative research study. This context-driven approach is designed to help students answer the question: How might quantitative research methods and designs be employed to understand and analyze pressing issues of educational access, equity, and inclusion?

**EDUC 609 | QUALITATIVE RESEARCH METHODS AND DESIGN IN EDUCATION I****Units: 3 Repeatability: No**

This course is the first of a two-course sequence of Qualitative Research I and II, which introduce students to the various traditions of qualitative research, including ethnography, grounded theory, phenomenology, case study, narrative inquiry, content analysis, auto-ethnography, and program evaluation research, with a particular emphasis on education. Students will learn and apply key qualitative research methods such as participant observations, interviews, and document analysis, as well as basic and advanced, traditional and digital processes for analyzing data generated from these methods, including coding and categorization, analytic memos, and constant comparison, by conducting an education-focused mini-study or a “research apprenticeship” over the course of the two semesters. Students will learn about the ethics of conducting research, and develop and submit an exempt IRB application.

**EDUC 610 | QUALITATIVE RESEARCH METHODS AND DESIGN IN EDUCATION II****Units: 3 Repeatability: No**

Prerequisites: EDUC 609 with a minimum grade of B-

This course is the second of a two-course sequence of Qualitative Research I and II, which introduce students to the various traditions of qualitative research, including ethnography, grounded theory, phenomenology, case study, narrative inquiry, content analysis, auto-ethnography, and program evaluation research. Students will continue to apply key qualitative research methods such as participant observations, interviews, and document analysis, as well as basic and advanced processes for analyzing data generated from these methods, including coding and categorization, analytic memos, using constant comparison methods, in their education-focused mini-study or a "research apprenticeship" that they will have begun in the first course. Students will write an academic level paper presenting the results of their study.

**EDUC 611 | SOCIAL JUSTICE PRAXIS IN EDUCATIONAL ORGANIZATIONS****Units: 3 Repeatability: No**

In praxis courses, students bring their new theoretical and methodological lenses to existing sites of educational practice. Students choose an educational site of importance and interest to them and design an Investigation of Practice. This close examination seeks to make visible the underlying theories, practices, and challenges of the given educational organization with a specific emphasis on issues of educational access, opportunity, and justice. For students working in the field of education, their current professional organization will serve as their praxis site. Support for locating an appropriate praxis site will be provided for students not currently working or those not working in an educational field. Praxis are taken in conjunction with doctoral seminars and support the development of students' culminating projects.

**EDUC 650 | DOCTORAL SEMINAR I****Units: 3 Repeatability: No**

This is the first course for doctoral candidates who have completed their doctoral course work. The goal of seminar I is to introduce doctoral candidates to the theoretical and practical aspects of designing dissertation research in order to successfully defend the design in a proposal hearing. Doctoral candidates will be introduced to the overview and introduction of the dissertation process, to include the components of dissertation seminars I, II, III, and IV. Doctoral candidates review APA format as well as peer and non-peer review forms of writing. They explore and write their draft and final research question as well as Chapters 1 and 2 of their dissertation. This includes the Introduction and all components of Chapter 1, and learn how to effectively write a Literature Review for Chapter II. Doctoral candidates will also be introduced to various types of research and popular writing pieces. They will write an Opinion Education paper based on their literature review.

**EDUC 651 | DOCTORAL SEMINAR II****Units: 3 Repeatability: No**

Prerequisites: EDUC 650 with a minimum grade of B-

Doctoral Seminars are designed to guide students through the process of conducting doctoral level research. This course builds from Doctoral Seminar I where you developed your Review of Literature. In this Seminar you will solidify your research question, determine a study design and appropriate methods and collect preliminary (pilot) data. Combined with the review of literature from Seminar I, the assignments from this seminar will form your dissertation proposal. This course includes a bi-monthly face-to-face advising session with your course instructor. During these meetings, you will receive feedback on your dissertation project to date as well as advisement as you move toward the culmination of your doctoral program.

**EDUC 652 | DOCTORAL SEMINAR III****Units: 3 Repeatability: No**

Prerequisites: EDUC 650 with a minimum grade of B- and EDUC 651 with a minimum grade of B-

This 14 week course is intended for doctoral students who have completed dissertation Seminar II. The purpose of seminar III is to take students from a point at which they have completed their literature review and IRB proposal and defended a basic research proposal to implementing the research plan. Dissertation seminar III helps students through the development of a solid research strategy and research schedule, collecting and analyzing data and drafting chapter 4: Findings/ Results / Discussion of the dissertation.

**EDUC 653 | DOCTORAL SEMINAR IV****Units: 6 Repeatability: No**

Prerequisites: EDUC 650 with a minimum grade of B- and EDUC 651 with a minimum grade of B- and EDUC 652 with a minimum grade of B-

This is the last course for doctoral candidates who have completed doctoral dissertation seminar III. The goal of seminar IV is to review all of the components of their theoretical and practical aspects of having designed and carried out their dissertation research in order to successfully defend the dissertation at a public hearing or their research journal articles. Doctoral candidates will review and discuss their final analysis of the data and will write their Chapter 5 conclusions and recommendations for future research. All of the components of Chapter 5 will be peer reviewed. Doctoral candidates will participate in a practice dissertation or research article defense simulation and will defend their dissertation once having received approval by the course faculty and dissertation committee Chair.

**EDUC 694 | SPECIAL TOPICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This seminar invites doctoral students to explore special topics in education and raise questions about the ways in which the issue operates in schools. In conceptualizing various aspects of the topic, this exploration will privilege the interest, experience, and agendas of marginalized communities and encourage connections that can promote full access to educational opportunities. Students will consider historical, contemporary, and intersectional political debates about the topic and examine its impact in policy, in the use of technology, in family/school/community relationships, and in other relevant areas.

**EDUC 699 | INDEPENDENT STUDY****Units: 1-6 Repeatability: Yes (Can be repeated for Credit)**

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.



# Counseling & Marital and Family Therapy

## Chair

Erika Nash Cameron, PhD

## Faculty

Wendell Callahan, PhD

Todd Edwards, PhD

Ana Estrada, PhD

Ann F. Garland, PhD

Nedeljko Golubovic, PhD

Catherine Griffith, PhD

Kristopher Hall, PhD

Nicholas Ladany, PhD

Florencia Lebensohn-Chialvo, PhD

Ian Martin, EdD

Jo Ellen Patterson, PhD

Saundra Tabet, PhD

Lee Williams, PhD

The Department of Counseling & Marital and Family Therapy offers graduate programs in Counseling (Clinical Mental Health and School Counseling) and Marital and Family Therapy. Our programs meet credential and license eligibility requirements through nationally accredited curricula and fieldwork training.

## 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 evidence-based practice as the foundation for delivering culturally responsive interventions for clients in a variety of clinical mental health settings. The School Counseling (SC) specialization emphasizes leadership, program planning and evaluation, applied research and evidence-based interventions.

The School Counseling and Clinical Mental Health Counseling specializations are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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.

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.

The Clinical Mental Health specialization requires 60 units. Upon graduation students are eligible to become Associate Professional Clinical Counselor (APCC as defined by the California Board of Behavioral Sciences). In California, Associate Professional Clinical Counselors are required to complete 3000 post-graduate supervised practice hours and pass the licensing exam to become Licensed Professional Clinical Counselors (LPCC). The program meets licensure eligibility requirements in most other states as well but students are encouraged to check specific requirements for licensure in the state in which they intend to become licensed.

The School Counseling specialization offers two concentrations: (1) a 48 unit program where students earn a PPS credential upon graduation; and (2) a 60 unit program where students earn the PPS credential and take additional coursework to be eligible for licensure as a Licensed Professional Clinical Counselor. Students who opt to pursue the 60-unit PPS credential with LPCC eligibility should have an interest in working with children and adolescents, providing School Based Mental Health Services.

## Additional Admission Requirements

See the Admission page for basic admission requirements.

See the Credential page for credential requirements.

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

## Clinical Mental Health Counseling

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

### Degree Requirements

#### Program Specialization Courses

Students in all counseling program areas complete courses designed to meet program requirements recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Board of Certified Counselors (NBCC). All students complete core and specialization courses specific to their areas of professional practice. The program requires the student to complete three terms of practicum or fieldwork in an approved setting related to the student's career goal.

#### CMHC Program Plan - Year 1

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

#### CMHC Program Plan - Year 2

Code	Title	Units
<b>Fall II</b>		
COUN 533	Seminar in Field Based Research: Proposal Development	1.5
COUN 542	Addictions Counseling	3
COUN 544	Intro Family Counseling	3
COUN 598P	Clinical Mental Health Counseling Internship	3

<b>Intersession II</b>		
COUN 562	Positive Psychology: Theory and Applications	3
<b>Spring II</b>		
COUN 534	Seminar in Field Based Research: Analysis and Reporting of Research	1.5
COUN 549	Psychopharmacology	3
COUN 550	Couples and Sexuality	3
COUN 598P	Clinical Mental Health Counseling Internship	3
<b>Total Units</b>		<b>24</b>

#### Clinical Contact Hours

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

#### Clinical Instruction Benchmark Assessment (CIBA)

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

#### Capstone Research Project Defense

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

#### International Requirement

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

## MA in Counseling with specialization in School Counseling and PPS (48 units)

The School Counseling PPS 48-unit specialization prepares students to work as professional counselors in elementary, middle, and high school settings. Candidates develop knowledge and skills in student advocacy as well as in the design, implementation, and evaluation of comprehensive, results-based guidance and counseling programs for diverse student populations.

Through this program, students fulfill the requirements to earn a pupil personnel services credential (PPS) from the California Commission on Teacher Credentialing. Our school counseling program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Council for Accreditation of Teacher Education (NCATE), a subsidiary of CAEP.

## Degree Requirements

### Program Specialization Courses

Students in all counseling program areas complete courses designed to meet program requirements recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Board of Certified Counselors (NBCC). All students complete core and specialization courses specific to their areas of professional practice. The program requires the student to complete three terms of practicum or fieldwork in an approved setting related to the student's career goal.

### School Counseling Program Plan - Year 1

Code	Title	Units
<b>Fall I</b>		
COUN 507	Professional Identity, Law and Ethics in School Counseling	3
COUN 520	Counseling Theories and Practice	3
COUN 564	Counseling Skills	3
<b>Interession I</b>		
COUN 505	Human Development	3
<b>Spring I</b>		
COUN 530	Assessment Techniques in Counseling	3
COUN 536	Applied Theories and Techniques for Counseling in School Settings	3
COUN 588P	Practicum: School	3
<b>Summer I</b>		
COUN 510	Career Development Across the Lifespan	3
COUN 515	Multicultural Counseling	3
COUN 526	Group Counseling	3
<b>Total Units</b>		<b>30</b>

### School Counseling Program Plan - Year 2

Code	Title	Units
<b>Fall II</b>		
COUN 533	Seminar in Field Based Research: Proposal Development	1.5
COUN 544	Intro Family Counseling	3
COUN 590F	Fieldwork in School Settings	3
<b>Interession II</b>		
COUN 531	Advanced Topics in School Counseling	3
<b>Spring II</b>		
COUN 534	Seminar in Field Based Research: Analysis and Reporting of Research	1.5
COUN 537	School Counseling Consultation, Crisis, and Trauma	3
COUN 590F	Fieldwork in School Settings	3
<b>Total Units</b>		<b>18</b>

### Clinical Contact Hours

Students must successfully complete a minimum of 100 clock hours (minimum of 40 direct service hours) of supervised practicum over one semester and 600 (minimum of 240 direct service hours) clock hours of supervised fieldwork over two semesters.

### Clinical Instruction Benchmark Assessment (CIBA)

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

### Fieldwork Readiness Meeting

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

### Capstone Research Project Defense

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

### International Requirement

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

## MA in Counseling with specialization in School Based Clinical Counseling (PPS & LPCC, 60 units)

Through the School Counseling 60-unit specialization students earn the PPS credential and take additional coursework to become eligible for licensure as a Licensed Professional Clinical Counselor. Students who opt to pursue the 60-unit PPS credential with LPCC eligibility should have an interest in working with children and adolescents, providing School Based Mental Health Services.

Through this program, students fulfill the requirements to earn a pupil personnel services credential (<http://www.ctc.ca.gov/credentials/CREDS/pupil-personnel-svcs.html>) (PPS) from the California Commission on Teacher Credentialing. Our school counseling program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (<http://www.cacrep.org/>) (CACREP) and the National Council for Accreditation of Teacher Education (<http://www.ncate.org/>) (NCATE), a subsidiary of CAEP (<http://caepnet.org/>). Additionally, students in the 60-unit concentration become eligible for licensure with the California Board of Behavioral Sciences as licensed professional clinical counselors (LPCCs). (<http://www.bbs.ca.gov/applicants/lpcc.html>)

## Degree Requirements

### Program Specialization Courses

Students in all counseling program areas complete courses designed to meet program requirements recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Board of Certified Counselors (NBCC). All students complete core and specialization

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

Code	Title	Units
<b>Fall I</b>		
COUN 507	Professional Identity, Law and Ethics in School Counseling	3
COUN 520	Counseling Theories and Practice	3
COUN 541	Advanced Counseling: Diagnosis And Treatment Planning	3
COUN 564	Counseling Skills	3
<b>Interession I</b>		
COUN 505	Human Development	3
<b>Spring I</b>		
COUN 530	Assessment Techniques in Counseling	3
COUN 536	Applied Theories and Techniques for Counseling in School Settings	3
COUN 549	Psychopharmacology	3
COUN 588P	Practicum: School	3
<b>Summer I</b>		
COUN 510	Career Development Across the Lifespan	3
COUN 515	Multicultural Counseling	3
COUN 526	Group Counseling	3
<b>Fall II</b>		
COUN 533	Seminar in Field Based Research: Proposal Development	1.5
COUN 542	Addictions Counseling	3
COUN 544	Intro Family Counseling	3
COUN 590F	Fieldwork in School Settings	3
<b>Interession II</b>		
COUN 531	Advanced Topics in School Counseling	3
<b>Spring II</b>		
COUN 534	Seminar in Field Based Research: Analysis and Reporting of Research	1.5
COUN 537	School Counseling Consultation, Crisis, and Trauma	3
COUN 550	Couples and Sexuality	3
COUN 590F	Fieldwork in School Settings	3
<b>Total Units</b>		<b>60</b>

## Clinical Contact Hours

Students must successfully complete a minimum of 100 clock hours (minimum of 40 direct service hours) of supervised practicum over one semester and 600 (minimum of 240 direct service hours) clock hours of supervised fieldwork over two semesters.

## Clinical Instruction Benchmark Assessment (CIBA)

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

## Fieldwork Readiness Meeting

A fieldwork readiness meeting is held following the practicum to provide candidates with personal and professional development feedback, to assess progress in the program, and to determine the student's readiness for advancement to fieldwork. For School Counseling students, the fieldwork readiness meeting is

completed prior to approval to register for the Fieldwork in School Settings course (COUN 590).

## Capstone Research Project Defense

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

## International Requirement

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

# 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 60 units of graduate coursework, a written comprehensive exam, completion of an approved international experience and the accumulation of a minimum of 500 client contact hours and 100 supervision hours. The majority of the students are full-time. Full-time students can complete the program within two full calendar years. Part-time students must take at least six units per semester.

## Additional Admission Requirements

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

Entrance Semesters	Fall, Spring
Application Deadline	Visit <a href="http://www.sandiego.edu/soles/admissions/deadlines.php">http://www.sandiego.edu/soles/admissions/deadlines.php</a>



Minimum Grade Point Average	3.0 (4.0 scale) in bachelor's or in master's coursework
Additional Requirements	Resume
	Statement of Purpose
	Two letters of recommendation
Interview	After an initial review of applications to the Marital and Family Therapy program, the most qualified candidates will be invited to USD for a group interview with the MFT faculty. Applicants who live outside California and surrounding states (Arizona, Oregon, Washington, Utah, or Nevada) will have the option of participating in a phone interview. However, out-of-state applicants are strongly encouraged to attend the on-campus group interview, if possible.

Code	Title	Units
MFTS 500	Research in Family Therapy	3
MFTS 523	Family Therapy Theories I	3
MFTS 524	Family Therapy Theories II	3
MFTS 528	Psychopathology in the Family	3
MFTS 529	Ethical, Legal, & Professional Issues in Family Therapy	3
MFTS 532	Human Diversity in Family Therapy	3
MFTS 533	Family Development	3
MFTS 541	Systemic Treatment of Children	3
MFTS 543	Developmental Psychopathology	3
MFTS 544	Psychopharmacology and Systems	2
MFTS 546	Couples and Sex Therapy	3
MFTS 562	Recovery-oriented Case Management	1
MFTS 563	Collaborative Care	1
MFTS 570	Systemic Treatment of Substance Abuse	2
MFTS 567	Individual, Family and Community Trauma	2
MFTS 571	Family Violence	1
MFTS 574	Aging Issues in Family Therapy	1
MFTS 575	Social Neuroscience for Family Therapists	1
MFTS 577	Treatment of Severe Mental Illness	3
MFTS 595P	Practicum in MFT 1	5
MFTS 596P	Practicum in MFT 2	5
MFTS 597P	Practicum in MFT 3	5

**Electives**

Take one of the following:

MFTS 542	Families of Children with Special Needs	1
MFTS 572	Gender Issues in Family Therapy	1
MFTS 573	Group Therapy	1
MFTS 576	Self of the Therapist	1
MFTS 578	Spiritual Issues in Family Therapy	1

## Degree Requirements

### Comprehensive Examination

Successful completion of a comprehensive examination is required for graduation. The exam is taken in the second year and covers three areas: Theory &

Application, Assessment, and Law & Ethics. Students are given two hours to complete each section.

### Clinical Contact Hours

Students must successfully complete a total of 500 clinical contact hours (minimum of 200 relational hours) and 100 supervision hours (minimum of 50 with raw data) while enrolled in Practicum.

### Completion of Prerequisite Requirements

Students must complete the three prerequisite requirements (Human Development, Research Methods and either Counseling Theories or Theories of Personality) either prior to enrollment in the program or before the beginning of their second semester in the program.

### Practicum In MFT

An important part of the training program is the practical experience and training students receive during the clinical practicum. The MFT faculty maintains a variety of sites that meet the rigorous clinical hour and supervision requirements. Practicum placements are typically non-paying positions.

Practicum (MFTS 595P, MFTS 596P, MFTS 597P) is a 12-month, three-semester sequence that is completed during the student's final year in the program. During this clinically rich experience, students will be expected to complete 500 direct client-contact hours, 200 of which need to be with couples or families. Students receive a minimum of 100 hours of supervision from MFT faculty during this time, in addition to the supervision received from on-site supervisors. Faculty supervision is in both individual and group format, with live and videotaped data being used as the primary source of session information.

### International Requirement

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

### MFTS 365 | CURRENT APPROACHES TO PEER ASSISTANCE

**Units: 3**

Students taking this course will learn about the practical application of theoretical concepts and empirical data related to student wellness, academic success, adaptation to college and peer counseling. Examples of college student areas to explore include substance abuse, academic and learning skill development, relationship management, and theories related to college student development, persistence and success. Students will learn basic counseling skills, (e.g., encouraging, paraphrasing, reflecting, summarizing, confronting), campus and community resources, crisis intervention, ethics, diversity dimensions, and skills to apply this knowledge as peer counselors. Students currently enrolled in, or who have successfully completed this course will be eligible to apply for peer program positions offered by the university.

**MFTS 366 | APPLIED EXPERIENCE IN PEER ASSISTANCE****Units: 2 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: MFTS 365

This course is an innovative and collaborative partnership between Academic Affairs and Student Affairs. It will provide peer support and peer counseling for USD students. Track one students will serve as peer coaches for students identified “at-risk” (e.g. students on academic probation, those who have received mid-term deficiency grades, or have been identified through early intervention alert systems; collaboration through the Center for Student Success and Student Wellness). Track two students will provide peer education and support regarding sexual violence (collaboration through the Women’s Center and Student Wellness). Undergraduate students selected for this course through an application procedure (MFTS 365 – Current Approaches to Peer Assistance is a prerequisite).

**MFTS 400 | INTRODUCTION TO MARITAL AND FAMILY THERAPY****Units: 3**

Introduction to the theories and methods of marital and family therapy through lecture, discussion, and experiential activities. This course is designed for students interested in pursuing careers in mental health services and medicine.

**MFTS 500 | RESEARCH IN FAMILY THERAPY****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

Students are exposed to the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family therapy field. Family theories I covers Structural Family Therapy, Strategic Family Therapy, Bowen Family Therapy, and Behavioral Family Therapy.

**MFTS 524 | FAMILY THERAPY THEORIES II****Units: 3 Repeatability: No**

Students are exposed to the fundamental assumptions and ideas of general systems theory, and the basic premises of the various theoretical orientations within the family therapy field. Family Theories II covers Experiential family therapies, Narrative Therapy, Solution-focused Therapy, Internal Family Systems Therapy, and the process of theory integration.

**MFTS 528 | PSYCHOPATHOLOGY IN THE FAMILY****Units: 3 Repeatability: No**

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, LEGAL, & PROFESSIONAL ISSUES IN FAMILY THERAPY****Units: 3 Repeatability: No**

An examination of the most important areas of legal, ethical, and professional concern to marriage and family therapists and other mental health practitioners in California. Among the topics covered are: confidentiality; psychotherapist-patient privilege; child, elder and dependent adult abuse; reporting laws; treating dangerous patients; treating minors with and without parental consent; dual relationship issues; selected areas of family law, licensing law and regulations, scope of practice issues; ethical standards of the MFT profession; and professional identity.

**MFTS 532 | HUMAN DIVERSITY IN FAMILY THERAPY****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

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****Units: 1 Repeatability: No**

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****Units: 3 Repeatability: No**

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****Units: 2 Repeatability: No**

Prerequisites: MFTS 528 with a minimum grade of C-

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.

**MFTS 546 | COUPLES AND SEX THERAPY****Units: 3 Repeatability: No**

The study of the major methods used to assess and treat couple problems, with an emphasis on sexual issues and the treatment of sexual disorders. Both behavioral and nonbehavioral methods and strategies are presented.

**MFTS 562 | RECOVERY-ORIENTED CASE MANAGEMENT****Units: 1 Repeatability: No**

This course will focus on the components and principles of Recovery Oriented Case Management. The course will examine the strength based, client centered advocacy and resiliency models in Recovery Oriented Case Management. The course will look at various systems of care including community, public, and private mental health and social services including how they can support Recovery Oriented Case Management. The course will address how diversity, socio-economic status, and poverty may affect, and be affected by, the implementation of Recovery Oriented Case Management. The course will examine how marriage & family therapists in their clinical practice can use Recovery-oriented Case Management to more fully serve and benefit Individuals, Couples, and Families.

**MFTS 563 | COLLABORATIVE CARE****Units: 1 Repeatability: No**

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.

**MFTS 566 | INDIVIDUAL, FAMILY, AND COMMUNITY TRAUMA****Units: 1 Repeatability: No**

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.

**MFTS 567 | INDIVIDUAL, FAMILY AND COMMUNITY TRAUMA****Units: 2 Repeatability: No**

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.

**MFTS 570 | SYSTEMIC TREATMENT OF SUBSTANCE ABUSE****Units: 2 Repeatability: No**

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****Units: 1 Repeatability: No**

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****Units: 1 Repeatability: No**

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****Units: 1 Repeatability: No**

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****Units: 1 Repeatability: No**

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****Units: 1 Repeatability: No**

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****Units: 1 Repeatability: No**

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 577 | TREATMENT OF SEVERE MENTAL ILLNESS****Units: 3 Repeatability: No**

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.

**MFTS 578 | SPIRITUAL ISSUES IN FAMILY THERAPY****Units: 1 Repeatability: No**

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****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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/departments. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course.

**MFTS 592 | PRACTICUM IN MFT****Units: 0 Repeatability: No**

Students receive group supervision on issues relevant to the treatment process including client-therapist match, resistance and change, assessment, treatment planning and the self of the therapist.

**MFTS 595P | PRACTICUM IN MFT 1****Units: 5 Repeatability: No**

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****Units: 5 Repeatability: No**

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****Units: 5 Repeatability: No**

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****Units: 1-5 Repeatability: No**

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****Units: 6**

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.

## CERT-COUN: Certificate in International School Counseling

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

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

To be a counselor in an international school requires culturally focused skills and sensitivities. This course explores the skills necessary to be a culturally competent counselor and provides a practical approach to running an effective School Counseling program for an international school community and working with Third Culture Kids. Through collaborative activities, simulations, and other active participation strategies, participants will explore and practices skill related to:

- The ideal and real role of the International School Counselor
- Third Culture Kids: Understanding and supporting students, parents and teachers cope with transient population.
- Identifying the culture of a school and effective programs that can either support or change the culture
- Increasing your personal self-awareness of multicultural issues;

- Increasing your flexibility in responding to a variety of behavioral and verbal stimuli of culturally different clients

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

It is inevitable that school crises will occur. In international schools, school counselors are the first responders or members of the school's crisis team. The purpose of this course is to prepare students for dealing with crisis situations they will encounter as an International School Counselor. Students will spend time reflecting on how people deal with crises, exploring their own crisis experiences, and begin to develop skills for crisis intervention. Students will also examine some of the relevant research on crises, resolution, and resilience for International Populations. However, the major focus throughout the course will be on learning the practical skills of helping people in crisis and constructing prevention programs for children and adolescents that include: Grief and Bereavement, Bullying, Violence Prevention, Cultural Adjustment and Transition, Suicide and Suicidal Ideation, and Family Conflict and Violence.

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

Virtually every international school, through the school's mission, holds the promise of a university education for every student. Parents often select an international school over other systems based on their perception that they will be providing their children with a significantly increased opportunity to both have access to and succeed at highly competitive universities worldwide. Through a series of case studies, collaborative learning strategies, and interactive simulations, participants will:

- Examine the career development process and interventions for children, and adolescents within a culture-centered perspective.
- Study of theorists, vocational assessment process, and occupational and psychological information systems.
- Gain valuable insight into the inner-workings of university admission offices, with a focus on the multiple factors impacting each decision to admit or deny a student
- Understand the offerings and requirements of university systems in the US, Canada, Australia and the UK
- Develop the tools needed to help families and students form an effective university application list
- Fully understand the factors that make for a successful teacher and counselor recommendation
- Gain a thorough understanding of the common application, with a particular emphasis on writing effective personal statements for admission to highly competitive universities.
- Increase knowledge of the financial aid and scholarship process in the United States

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

International schools are filled with kids and adults experiencing change of all types; and change comes with individual responses and needs. School counseling involves the counselor working with students, families and teachers one to one to obtain positive solutions for the individual. With limited time and resources available, international school counselors need special skills and approaches to intervention that allow them to utilize trusting relationships to help students find solutions to their problems. The course will bring together best practices in a live course format held either in San Diego or a regional foreign country. Students will have the opportunity to learn various school-based interventions. Utilizing a variety of instructional techniques including (e.g. Fishbowl techniques; Pair sharing practice and roleplay; Triad sharing and observations; Video



demonstrations; Case study debriefing; Readings and reflections; and Small group and class discussions) students will learn:

- How and when to use the six key questions of Solution Focused Counseling
- How to identify and utilize a student's strengths in navigating troubling times
- How to utilize the role of empathy and relationships in a counseling setting
- How to reframe problems in a way that provides student with more options
- When to refer a student and family for outside counseling
- The role of the counselor in student support meetings (response to intervention)

## Shiley-Marcos School of Engineering

### Chair

Subramanian Shastri, PhD

### Faculty

Caroline Baillie, PhD

Chuck Bane, MS, CISSP, CCSK, CWNA, PMP

Mark Heckman, PhD, CISSP

Michael Lawless, PhD, MBA

Ramesh Rajagopalan, PhD

Ebrahim Tarshizi, PhD

Jeff Teza, MBA

### Vision

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

### Mission

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

### Values

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

## Program Descriptions

The Shiley-Marcos School of Engineering offers Master of Science programs in applied data science, applied artificial intelligence, and cyber security engineering. All programs are part-time programs designed to meet the needs of working professionals seeking to gain the skills needed to advance their careers, or transition into new career paths. Programs can be started in fall, spring, or summer terms and are designed to be completed in 20-24 months depending on the prior preparation of the student.

#### Master of Science in Applied Artificial Intelligence (MS-AAI)

The online MS-AAI is an intensive project-based program directed at technical professionals looking to assume responsibilities related to development and

deployment of AI-based systems in corporations. It applies to candidates (engineering and non-engineering) who plan to work in positions within a business organization that require the application of AI-based tools and techniques for automated data-driven decision making. Graduates of the program will be successful in technical positions in a variety of industries. The program is designed to develop both technical and soft skills, so graduates would also be well-positioned for management and entrepreneurial projects in AI.

#### Master of Science in Applied Data Science (MS-ADS)

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

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

#### Master of Science in Cyber Security Engineering (MS-CSE)

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

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

Students interested in pursuing these degrees should contact USD's Division of Professional and Continuing Education for more information about the enrollment process.

## Center for Cyber Security Engineering and Technology

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

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

cyber security. USD is committed to uniting these communities to find real solutions, and changing the mentality in cyber security from reactive to proactive.

## Master of Science in Applied Data Science (MS-ADS)

The Master of Science in Applied Data Science (MS-ADS) is an intensive project-based program directed at technical professionals looking to assume responsibilities related to the analysis of corporate and personal data. It applies to candidates (engineering and non-engineering) who plan to work in positions within a business organization that require the application of data science, with titles such as data scientists and machine learning staff/engineers. Graduates of the program will be successful in technical positions in a variety of industries and research and development (R&D) positions including the pursuit of doctoral work. The program is designed to develop both technical and soft skills. As a result, graduates would also be well-positioned to pursue management positions or entrepreneurial projects in data science.

The MS-ADS curriculum will involve the integration of a Capstone experience with the delivery of module-based technical courses, updated regularly so that they are aligned with progress and advancement in a field that is still undergoing rapid development. MS-ADS program will require completion of 30 academic units and 6 prerequisites. 20 out of 30 will cover technical aspects of the field of Data Science with 6 units of introductory and fundamental topics. The remaining 4 units are allocated to provide a comprehensive Capstone Experience for students assembled into different teams and charged with a variety of data-driven analytics projects. These projects may also contain datasets and projects sponsored by companies. As a result, the Capstone projects will be practical and in-depth with a focus on real-life problems (possibly coming from companies that sponsor their employees to complete the MS-ADS program).

Upon completion of the program, MS-ADS graduates will be able to:

- Develop structures within organizations for the collection and aggregation of relevant small and big data for analysis.
- Successfully apply principles of data aggregation and analytics, and conduct data science methods to tackle problems in the industry related to technology, operations, finance, marketing, and corporate development.
- Apply data science techniques and tools for the generation of data-driven business reports and to assist in the development of strategies.
- Be effective leaders and managers of data science functions and organizations in corporations.

Admission to the MS-ADS program will require a Bachelor's Degree with strong academic credentials in majors, such as Statistics, Mathematics, Computer Science, Engineering or any other non-STEM fields where candidates may be interested in advancing their technical skills in data analysis. Preference will be given to prospective students with industry experience or other relevant real-life experiences. Students interested in pursuing this degree should contact USD's Division of Professional and Continuing Education for more information about the enrollment process.

### Degree Requirements

Code	Title	Units
ADS 500A	Probability and Statistics for Data Science <sup>1</sup>	3
ADS 500B	Data Science Programming <sup>1</sup>	3
ADS 501	Foundations of Data Science and Data Ethics	3
ADS 502	Applied Data Mining	3
ADS 503	Applied Predictive Modeling	3
ADS 504	Machine Learning and Deep Learning for Data Science	3

ADS 505	Applied Data Science for Business	3
ADS 506	Applied Time Series Analysis	3
ADS 507	Practical Data Engineering	3
ADS 508	Data Science with Cloud Computing	3
ADS 509	Applied Text Mining	2
ADS 599A	Capstone Project	1
ADS 599B	Capstone Project	3

- <sup>1</sup> ADS 500A and ADS 500B may be waived in a combined or individual manner by the director of the ADS program upon demonstration of prior coursework or equivalent experience.

### ADS 500A | PROBABILITY AND STATISTICS FOR DATA SCIENCE

**Units: 3 Repeatability: No**

This course is an introduction to probability and statistical concepts and their applications in solving real-world problems. This prerequisite course provides a solid background in the application of probability and statistics that will form the basis for advanced data science methods. Statistical concepts, probability theory, random and multivariate variables, data and sampling distributions, descriptive statistics, and hypothesis testing will be covered. The use of computer-based applications for the performance of basic statistics will be utilized. Covered topics include the numerical and graphical description of data, elements of probability, sampling distributions, probability distribution functions, estimation of population parameters, and hypothesis tests. This course will combine the learnings from texts, case studies, and standard organizational processes with practical problem-solving skills to present, structure, and plan the problem as it would be presented in large enterprises, and execute the steps in a structured analytics process.

### ADS 500B | DATA SCIENCE PROGRAMMING

**Units: 3 Repeatability: No**

This course is on fundamental and advanced concepts of programming and problem-solving for data science. Python and R languages are used to solve problems on real-world datasets. Topics include basics of Python and R, data acquisition, cleansing and transformation, problem understanding and data preparation, standardization, and exploratory data analysis. In addition, this course is on advanced concepts of programming and modeling for data science. Topics include data partitioning, validation, model building with Decision trees, Naïve Bayes classification, Neural networks, clustering and regression, model evaluation, dimensionality reduction, association rules, and generalized linear models.

### ADS 501 | FOUNDATIONS OF DATA SCIENCE AND DATA ETHICS

**Units: 3 Repeatability: No**

Prerequisites: ADS 500A with a minimum grade of C- and ADS 500B with a minimum grade of C-

This course covers an introduction into the methods, concepts, and ethical considerations found and practiced in the field of professional data science. Topics include: defining and structuring the problem, managing the integration of data science in business, the CRISP-DM and Agile processes, "ensuring the science" in data science using the scientific method, managing ethical concerns, and model bias by analyzing case studies, and performing exploratory data analysis with visualizations using BI tools. This course will combine the learnings from case studies, texts, and standard organizational processes with practical problem-solving skills to present, structure, and plan the problem as it would be presented in large enterprises, and execute the steps in the data science workflow.

**ADS 502 | APPLIED DATA MINING****Units: 3 Repeatability: No**

Prerequisites: ADS 500A with a minimum grade of C- and ADS 500B with a minimum grade of C-

The course covers data exploration and data mining principles, techniques, and applications with a variety of integrated theoretical and practical examples in classification, association analysis, cluster analysis, and anomaly detection. This course also includes a wide variety of applied examples associated with each topic in data mining.

**ADS 503 | APPLIED PREDICTIVE MODELING****Units: 3 Repeatability: No**

Prerequisites: ADS 500A with a minimum grade of C- and ADS 500B with a minimum grade of C-

This course provides a working knowledge of applied predictive modeling. Students will obtain a broad understanding of model training and development procedures, applications to real-world problems in the industry, and the differences between predictive model types and uses. Course topics include linear and non-linear regression modeling methods, linear and non-linear classification modeling methods, model selection, variable importance, variable selection and model applications.

**ADS 504 | MACHINE LEARNING AND DEEP LEARNING FOR DATA SCIENCE****Units: 3 Repeatability: No**

Prerequisites: ADS 500A with a minimum grade of C- and ADS 500B with a minimum grade of C-

Study of supervised and unsupervised algorithms for machine learning. Emphasis on formulating, choosing, applying, implementing, evaluating machine learning models to capture key patterns exhibited in cross-sectional data, time-series data, and longitudinal data. Considerations of model complexity, results interpretations, and implementation in real-world applications.

**ADS 505 | APPLIED DATA SCIENCE FOR BUSINESS****Units: 3 Repeatability: No**

Prerequisites: ADS 501 with a minimum grade of C- and ADS 502 with a minimum grade of C-

This course covers the role Data Science plays in enabling business strategy and competitive advantage. Topics include alignment of data science solutions to business strategy and the fundamental concepts of solving problems in the industry with Data Science. Other topics include data-analytic thinking, problem identification to data and analytics solutioning, segmenting with k-Nearest Neighbor (k-NN), Naive Bayes Classifier, Dimensionality Reduction, Classification, and Regression Trees.

**ADS 506 | APPLIED TIME SERIES ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: ADS 501 with a minimum grade of C- and ADS 502 with a minimum grade of C-

Many data sets naturally have a time series component: records collected over time, including financial data, biological data signals, such as brain waves or blood glucose levels, weather, and seasonal information. Practicing data scientists need to identify when they encounter time series data and apply suitable techniques. This course will cover the major topics in time series analysis and forecasting (prediction). Students will be familiar with the major types of time series models commonly used in industrial practice and apply them on real datasets, culminating in a complete analysis of a nontrivial real-world dataset from end-to-end.

**ADS 507 | PRACTICAL DATA ENGINEERING****Units: 3 Repeatability: No**

Prerequisites: ADS 501 with a minimum grade of C-

This course will cover database table structures, column data types, and the T-SQL language components that go into querying against a database. Reading data from a table, row filtering, and column based functions will be discussed. We will also write queries that combine data from multiple tables, use conditional logic, and create aggregated result sets (sum, average, min, max). Database administration features of SQL will be discussed. Finally we will discuss how to create objects in SQL Server such as tables, views and stored procedures, and how to manipulate data in existing objects using insert, update, and delete statements.

**ADS 508 | DATA SCIENCE WITH CLOUD COMPUTING****Units: 3 Repeatability: No**

Prerequisites: ADS 502 with a minimum grade of C-

This course is on fundamental concepts of cloud computing as it impacts the field of data science. Course topics include cloud economics, distributed storage, MapReduce, Hadoop ecosystem, Apache Spark, Machine Learning with MLlib, natural language processing with Spark, and data governance considerations in the cloud.

**ADS 509 | APPLIED TEXT MINING****Units: 2 Repeatability: No**

Prerequisites: ADS 501 with a minimum grade of C-

This course focuses on the major applications and techniques used in textual data mining and analyzing using Python and R. Topics include text preprocessing, vectorization and word document frequencies, linguistic feature engineering, topic modeling, text and document classification, sentiment analysis, introduction to advanced deep learning models.

**ADS 550 | NEW STUDENT ORIENTATION****Units: 0 Repeatability: No**

This orientation course introduces students to the University of San Diego and provides important information about the program. Throughout the orientation, students will learn to successfully navigate through the Blackboard learning environment and locate helpful resources. Students will practice completing tasks in Blackboard as preparation for success in their online graduate courses. This orientation course will be available to students as a reference tool throughout the entirety of your program.

**ADS 594 | SPECIAL TOPICS IN DATA SCIENCE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ADS 501 with a minimum grade of C- and ADS 501 with a minimum grade of C-

This is a special topics course discussing areas of interest in data science. This course may be repeated for credit with a different topic.

**ADS 599A | CAPSTONE PROJECT****Units: 1 Repeatability: No**

Prerequisites: ADS 501 with a minimum grade of C- and ADS 502 with a minimum grade of C- and ADS 504 with a minimum grade of C- and ADS 505 with a minimum grade of C- and ADS 507 with a minimum grade of C-

The Master's level capstone includes a comprehensive, in-depth data science project implementation in two individual courses to provide students with an opportunity to collect, process, and apply various data science techniques and tools to address analytic real-world interdisciplinary problems. The team-based, collaborative project will be conducted to practice cases similar to analytic projects in industry, government, nonprofit organizations, and academic research. Teams will submit a consolidated report and provide technical presentations to the project advisors on the entire project process.

**ADS 599B | CAPSTONE PROJECT****Units: 3 Repeatability: No**

Prerequisites: ADS 501 with a minimum grade of C- and ADS 502 with a minimum grade of C- and ADS 504 with a minimum grade of C- and ADS 505 with a minimum grade of C- and ADS 507 with a minimum grade of C-  
The Master's level capstone includes a comprehensive, in-depth data science project implementation in two individual courses to provide students with an opportunity to collect, process, and apply various data science techniques and tools to address analytic real-world interdisciplinary problems. The team-based, collaborative project will be conducted to practice cases similar to analytic projects in industry, government, nonprofit organizations, and academic research. Teams will submit a consolidated report and provide technical presentations to the project advisors on the entire project process.

## Master of Science in Cyber Security Engineering

The MS-CSE program provides knowledge and skill in architecting, developing, and fielding secure network solutions against advanced persistent threat. It explores the role assurance plays in security, particularly in the development and deployment of software products, and how one must account for this in security planning.

Core program goals for the University of San Diego's Master of Science in Cyber Security Engineering include:

- Developing an engineering knowledge and skill base focused on mitigation of advanced persistent threats toward the goal of increased cybersecurity. The engineering of secure, trusted systems is essential to guarding against the types of headline-grabbing electronic security breaches and that have caused extensive disruption and financial damage to industry and government, immeasurable loss of intellectual property and tremendous harm to personal privacy.
- Preparing individuals capable of developing cutting-edge innovation, creating the next generation of cyber tools and solutions and becoming thought leaders in the cybersecurity engineering domain. Graduates will be equipped to become change agents, providing overall subject matter expertise as well as specific engineering and technology solutions to an organization's unique set of risks and potential vulnerabilities.
- Connecting students with a network of local, regional and national cybersecurity stakeholders, as part of the University of San Diego's commitment to educational and professional development. MS-CSE program leaders are focused not only on keeping the innovative curriculum immediately relevant, but also on assisting with the placement of graduates.
- Advancing the science and practice of cybersecurity engineering and education for the benefit of public and private-sector organizations, communities and the nation. Ongoing cyber threats and successful attacks have placed the United States at a critical juncture; our cybersecurity engineering graduates are groomed to be effective in this fight by contributing toward real-world, applied solutions.

Students in the Master of Science in Cyber Security Engineering program learn the design, evaluation and certification and accreditation of trusted systems. Students will subsequently understand how to take the design of trusted systems and develop/engineer these into secure systems, with a focus on hands-on experiences in laboratory settings.

The curriculum covers digital and network forensics, and the technical considerations for incident response and continuity planning. It places students in simulated contested cyber environments where they will perform system assessments, potentially on solutions they have engineered, and understand the various types of penetrations an adversary might attempt on an information

system. The goal being a real-world experience in which the application of cyber security engineering can be applied in dynamic settings where innovation and problem solving are required.

The 30-unit program will consist of nine courses, including an integrative capstone course. Courses will be offered year-round with three semesters every year; Spring, Summer, and Fall. Each semester will last 14 weeks. In the first semester, students take a single six-unit course: CYBR 500. In subsequent semesters, students will take two courses per semester. Each course will run for seven weeks meeting two times per week. This intensive format will allow student to focus on one course at a time and still complete the degree program in approximately 20 months.

The curriculum is designed to achieve the following learning outcomes, in addition to the graduate learning outcomes shared across all of USD's Master's level programs.

- Develop and implement encryption methodologies into secure system solutions.
- Examine and assess the role policy plays in engineering secure systems, technology for policy implementation, and the role of policy in driving the composition of cyber security solutions.
- Apply the foundational elements of cyber security, and engineering principles in architecting, developing, and fielding secure network solutions against advanced persistent threat.
- Explore the role assurance plays in security, particularly in the development and deployment of software products, and how one must account for this in security planning.
- Design and evaluate trusted systems and implement designs into secure systems.
- Perform system assessments using knowledge of network forensics, technical knowledge that incorporates incident response and continuity planning and using knowledge of various types of penetrations an adversary might attempt on an information system.

## Degree Requirements

Code	Title	Units
CYBR 505	Computational Roots of Cybersecurity	6
CYBR 501	Introduction to Cybersecurity Concepts and Tools	3
CYBR 502	Cybersecurity Network Defense	3
CYBR 503	Cybersecurity Domain	3
CYBR 504	Applied Cryptography	3
CYBR 506	Secure System Life Cycle	3
CYBR 508	Secure Network Engineering	3
CYBR 510	Security Test Engineering	3
CYBR 512	Incident Detection and Handling	3
CYBR 514	Cyber Engineering Research I	3
CYBR 516	Cyber Engineering Research II	3
<b>Total Units</b>		<b>36</b>

### Combined BS or BA Computer Science and Master of Science in Cyber Security Engineering (MSCSE) Program

A student who has applied, been accepted, and indicated that they will enter the MSCSE program, can apply up to twelve 500-level CYBR units to both their undergraduate degree requirements in computer science, and to the requirements of the MSCSE program. Those units shall include CYBR 501, 502 and any of the following CYBR courses: 503, 504, 506, 508, 510, 512. A student who completes 12 units as an undergraduate can complete the remaining 18 units in three terms (e.g. summer, fall, and spring). Thus, a student can earn a BS or BA in computer



science plus an MS in cybersecurity engineering in 4 years of undergraduate coursework plus 1 year of graduate coursework.

### **CYBR 501 | INTRODUCTION TO CYBERSECURITY CONCEPTS AND TOOLS**

**Units: 3 Repeatability: No**

Prerequisites: CYBR 505 with a minimum grade of C-

An introduction to the fundamentals of cybersecurity, including the notion of policy as the definition of “security” for a system and the concepts of threats, vulnerabilities, and risk. We will survey common attacks and mitigations, and the shortcomings of common, contemporary cybersecurity models. Students will practice aspects of networking, operating systems, and security test tools through computer virtualization and hands-on labs and will assemble a penetration testing Cybersecurity Sandbox with multiple virtual machines that they will use in subsequent courses and will demonstrate the use of a set of security test tools.

### **CYBR 502 | CYBERSECURITY NETWORK DEFENSE**

**Units: 3 Repeatability: No**

Prerequisites: CYBR 501 with a minimum grade of C-

This course is an introduction to fundamental concepts of computer network security and defense, including planning, architecture, system design and deployment, risk assessments, and identifying network security threats from a cybersecurity perspective. Cybersecurity network testing will be conducted in the virtualized Cybersecurity Sandbox that students implemented in CYBR 501.

### **CYBR 503 | CYBERSECURITY DOMAIN**

**Units: 3 Repeatability: No**

Prerequisites: CYBR 502 with a minimum grade of C-

This course continues to build on the fundamental concepts introduced in CYBR 501 by advancing the investigation of threats, vulnerabilities, and risk. Introducing and applying security risk frameworks to implement security controls and mediate risk. Testing will be conducted in the student’s Cybersecurity Sandbox.

### **CYBR 504 | APPLIED CRYPTOGRAPHY**

**Units: 3 Repeatability: No**

Prerequisites: CYBR 502 with a minimum grade of C-

This course is an introduction to core principles of modern cryptography and applied cryptographic methods and systems. It includes description of common cryptographic algorithms, pseudorandom generators and encryption. Students will explore the application and assessment of cryptographic techniques for enforcing security policies. Class labs and project will be conducted in the Cybersecurity SandBox.

### **CYBR 505 | COMPUTATIONAL ROOTS OF CYBERSECURITY**

**Units: 6 Repeatability: No**

Accelerated introduction to software systems with an emphasis on computer programming, computer architecture, and operating systems. Six hours of lecture-lab weekly.

### **CYBR 506 | SECURE SYSTEM LIFE CYCLE**

**Units: 3 Repeatability: No**

Prerequisites: CYBR 502 with a minimum grade of C-

In this course the student will be introduced to the secure system life cycle and to the different types of threats and vulnerabilities that pertain to each stage. Students will learn methods for building confidence in the ability of a computer system to correctly enforce the security policy at every stage of the life cycle. Class labs and project will be conducted in the Cybersecurity SandBox.

### **CYBR 508 | SECURE NETWORK ENGINEERING**

**Units: 3 Repeatability: No**

Prerequisites: CYBR 502 with a minimum grade of C-

This course builds on CYBR 502 and continues exploring the design and maintenance of secure and sustainable networks. Topics include network hardening methods, advanced configurations of security tools such as IPS, and secure Cloud Computing. Verification testing of network configurations will be conducted using the Cybersecurity Sandbox.

### **CYBR 510 | SECURITY TEST ENGINEERING**

**Units: 3 Repeatability: No**

Prerequisites: CYBR 502 with a minimum grade of C-

This course presents various methodologies for performing security testing to ensure a system correctly enforces the security policy. Topics include creating and configuring test environments based on security requirements; differentiating between functional testing and security testing; and types of testing such as static, dynamic, vulnerability, and penetration testing; Labs and projects for the course will utilize the Cybersecurity Sandbox.

### **CYBR 512 | INCIDENT DETECTION AND HANDLING**

**Units: 3 Repeatability: No**

Prerequisites: CYBR 502 with a minimum grade of C-

In this course techniques for assuring the continued operation of secure systems in contested environments will be explored. The course through lecture, labs and projects continue to students to use these techniques for the detection of, response to, and recovery from security incidents. Labs and projects for the course will utilize the Cybersecurity Sandbox.

### **CYBR 514 | CYBER ENGINEERING RESEARCH I**

**Units: 3 Repeatability: No**

Prerequisites: CYBR 501 with a minimum grade of C- and CYBR 502 with a minimum grade of C- and CYBR 503 with a minimum grade of C- and CYBR 504 with a minimum grade of C- and CYBR 506 with a minimum grade of C- and CYBR 508 with a minimum grade of C- and CYBR 510 with a minimum grade of C- and CYBR 512 with a minimum grade of C-

In Research I, students will be introduced to a multi domain international company that requires cybersecurity support to update and formalize the security of the enterprise. Student will be required to apply knowledge and skills learned throughout the Cybersecurity Engineering curriculum. The class will form a project team and break into work groups and in a virtual environment develop and implement an Information Systems Security Plan to secure a three-city international structure design private company (Design World Case Study). The groups will be provided a virtual environment with the enterprise systems design in place as per the Case study.

### **CYBR 516 | CYBER ENGINEERING RESEARCH II**

**Units: 3 Repeatability: No**

Prerequisites: CYBR 514 with a minimum grade of C-

In Research II, students will continue the implementation of the capstone case study introduced in Research I a multi domain international company that requires cybersecurity support to update and formalize the security of the enterprise. Student will be required to apply knowledge and skills learned throughout the Cybersecurity Engineering curriculum. The class will be provided a virtual environment with the enterprise systems design in place as per the Case study.

### **CYBR 530 | SECURITY POLICIES**

**Units: 3 Repeatability: No**

Prerequisites: CYBR 500 with a minimum grade of C-

Advanced concepts in security and privacy policies. Formal policy models, including Bell-La Padula confidentiality, Biba integrity, and non-interference. Formal reasoning about security properties of models. Interpretation of formal policy models and application to real systems.

**CYBR 540 | SECURITY ASSURANCE****Units: 3 Repeatability: No**

Prerequisites: CYBR 500 with a minimum grade of C-

Assurance as the basis for believing an information system will behave as expected. Approaches to assurance for fielding secure information systems that are fit for purpose.

**CYBR 550 | SECURE NETWORK ENGINEERING****Units: 3 Repeatability: No**

Fundamental concepts of network security including policies, procedures, and controls. Evaluation of network security including planning, architecture, system design and deployment. Evaluation of best practices to conduct risk assessment and identify network security threats.

**CYBR 592 | NEW STUDENT ORIENTATION****Units: 0 Repeatability: No**

This orientation course introduces you to the University of San Diego and provides important information about the program. Throughout the orientation, you will learn to successfully navigate through the Blackboard learning environment and locate helpful resources. You will practice completing tasks in Blackboard as preparation for success in your online graduate courses. This orientation course will be available to you as a reference tool throughout the entirety of your program.

**CYBR 594 | SPECIAL TOPICS IN CYBER SECURITY****Units: 1-6 Repeatability: Yes (Can be repeated for Credit)**

Special topics course in areas of special interest to cyber security. May be repeated for credit with a different topic.

## Paralegal Studies

### Faculty

Tara Murphy, JD, DIRECTOR

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 an ABA-approved 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. Paralegals may not provide legal services directly to the public, except as permitted by law. 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 an accredited postsecondary institution. No previous training in law is required. Applicants who do not have a degree may be considered for the evening 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 professional or academic references and official transcripts and arrange for a personal interview.

### Curriculum

The university offers a day program that may be completed in one or two terms and an evening program that may be completed in three terms. Students take classes in Introduction to Law, Legal Research and Writing, Computers in the Legal Field, Civil Litigation and other substantive law topics. In addition, each

student in the day program completes an internship in a corporation, law office, legal clinic or government agency.

## Employment Assistance

To assist graduates in finding employment within the legal field, the program office maintains a very active employment assistance program, functioning as an intermediary between graduates and employers. USD makes every effort to assist graduates in securing positions as paralegals. Pre-employment workshops are offered to assist students in developing resumes 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) (<http://www.sandiego.edu/paralegal/>).

## USD Paralegal Program Calendar

### Day Programs

item	amount
Summer 2017	May 30-Sept. 6, 2017
Fall 2017	Sept. 12-Dec. 19, 2017
Spring 2018	Jan. 16-April 26, 2018

### Evening Programs

item	amount
Summer 2017	May 30-Aug. 24, 2017
Fall 2017	Sept. 12-Dec. 7, 2017
Spring 2018	Jan. 16-May 17, 2018

All dates are subject to change.

## Professional and Continuing Education

### Creating Learning Opportunities for More Than 30 Years!

Improve and expand your performance in your current position or prepare for career advancement and change through professional development programs at the University of San Diego (USD). Professional and Continuing Education offers affordable, high-quality professional development in both classroom and online continuing education courses, programs and certificates. Choose from 600 courses and upgrade your skills with continuing professional development to gain an advantage in your organization. Start a professional development program at USD by taking a single course or beginning a certificate program, which can be completed in only a few months.

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

- Event Management (<http://www.sandiego.edu/emp/>)
- Project Management Certificate (online) (<http://www.sandiego.edu/projectmanagement/>)

- Health Care Informatics Certificate (<http://www.sandiego.edu/healthinformatics/>)
- TEFL Certificate (<http://www.sandiego.edu/pce/TEFL/>)
- TESOL Certificate (online) (<http://www.sandiego.edu/pce/TESOL/>)
- Nonprofit Management Certificate (<http://www.sandiego.edu/nonprofitmanagement/>)
- Real Estate Finance, Investments and Development Certificate (<http://www.sandiego.edu/rece/>)
- Strategic Online Marketing Certificate (<http://www.sandiego.edu/online/marketing/>)
- ABA Approved Paralegal Certificate (<http://www.sandiego.edu/paralegal/>)
- LSAT, GMAT and GRE Preparation Courses (<http://www.sandiego.edu/testprep/>)
- Six Sigma Black Belt (<http://www.sandiego.edu/sixsigma/>)
- Six Sigma Green Belt (<http://www.sandiego.edu/sixsigma/>)
- Lean Improvement Methods (<http://www.sandiego.edu/sixsigma/>)
- Lean Six Sigma (<http://www.sandiego.edu/sixsigma/>)

## Mission and Values

The University of San Diego's Division of Professional and Continuing Education (PCE) offers a robust portfolio of courses and programs needed by aspiring professionals that evolves in response to their professional development in the fields of business, education, and health care.

PCE nurtures key partnerships on the local, national and international level to better able to serve the working professionals who seek to enhance or build careers as well as with their employers to help achieve their highest value and potential. With University of San Diego faculty, other experts and accomplished practitioners we create educational opportunities and programs that students need to:

- Improve performance with new skills and knowledge
- Advance in their careers and open doors to new opportunities
- Make positive, meaningful change in their organizations and communities

## Values

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

# Law Enforcement and Public Safety Leadership

## Online Format

This degree program is designed to serve the needs of professionals engaged in contemporary public safety activities, especially law enforcement, who seek advancement and professional growth by learning new skills, strategies, and social science for dealing with the contemporary realities of budget cuts, shifting cultural landscapes, and increasing public scrutiny.

In this program, you will learn leadership and management skills, ethical practices, and gain a foundation in legal and policy matters that will inform your choices as members of public safety and law enforcement organizations. Completion of all the courses in the prescribed curriculum of ten 3-unit courses

and the 1-unit Integrative Capstone course, for a total of 11 courses and 31 units, is required to successfully complete this program.

## MS-LEPSL Program Learning Outcomes

1. Promoting Ethical and Effective Leadership for Law Enforcement and Public Safety Organizations  
Effective and ethical leadership is essential to the future of American criminal justice and the safety of our communities. Our Law Enforcement and Public Safety Leadership degree program will nurture a series of leadership skills that represent the most current best practices for encouraging integrity and creating a culture of ethical awareness within law enforcement institutions. From process-based conflict resolution, to evidence-driven decision making, to effective leadership actions in a challenging and dynamic criminal-justice environment, our nationally recognized experts and criminal justice practitioners will cultivate both a theoretical and practical understanding of ethics in modern law enforcement.
2. Developing Law Enforcement and Public Safety Knowledge and Skills for the 21st Century  
Leadership in contemporary law enforcement is challenging and complex; institutions that thrive often have leaders who possess strikingly diverse skill sets that include practical, professional, administrative, and leadership components. Our Law Enforcement and Public Safety Leadership degree program will cultivate the analytical skills, critical thinking strategies, communication abilities, legal awareness, and financial and budgetary competencies essential for effective management in law enforcement and criminal justice. In addition, students will assess cutting-edge law enforcement technologies for improved organizational effectiveness and policing impact. Other law enforcement technologies, such as database and crime analytics will be taught in order to identify trends, hot spots, and appropriate community-based public safety responses and strategies. This program will provide a well-rounded series of practical skills that are vital both within and beyond the modern law enforcement environment.
3. Engaging in Law Enforcement and Public Safety Institutional Assessment and Change  
This program not only builds the skills to look outward on social and criminal justice issues, but also to look inward at our own public safety institutions. Critical reflection and assessment of law enforcement institutions, in the context of its own dynamic environment, is essential for law enforcement leaders. Collectively, we will learn and practice the research methodologies and statistical tools for ethical, efficient and effective institutional assessment that will shape and refine our criminal justice system in the coming decades. Concepts of data-driven decision making will strengthen the organizational effectiveness and advancement potential of program participants who seek professional advancement and promotion within these public safety agencies.
4. Critical Understanding of Modern Criminology and Criminal Justice Issues  
From unmanned aerial vehicles to crisis communication, social media to recruitment and retention, biometric technology to the changing landscape of use of force, this program will delve into some of America's most challenging crime problems and the issues facing criminal justice institutions. Drawing from real-world case studies and evidence-based best practices, students will actively integrate and apply the skills developed throughout this program to some of the nation's most pressing law enforcement challenges.

## MS-LEPSL Degree Program Structure

The program of study includes the eleven-course prescribed curriculum – ten 3-unit courses and a 1-unit integrative capstone course. Courses will be offered year-round with three semesters every year; spring, summer, and fall. Each semester is 14 weeks in length. You will take two courses per semester. Courses will run for seven weeks each with a one or two week break in between semesters. You will enroll in the capstone course during your final semester, and it will run

as a third course for the entire 14-weeks along with the other two courses. You can expect to graduate in five semesters after successfully completing all eleven courses.

Each 3-unit course will include 37.5 hours of core instructional time. Additional homework, research, and study time is required. You can expect to spend 15-18 hours per week in each course in order to be successful.

### *M.S. in Law Enforcement and Public Safety Leadership*

Code	Title	Units
LEPS 501	New Student Orientation	0
LEPS 500	Contemporary Issues in Law Enforcement and Public Safety	3
LEPS 510	Communication Skills for Law Enforcement Leaders	3
LEPS 520	Best Practices in Community Engagement	3
LEPS 530	Public Safety Law in a Dynamic World	3
LEPS 540	Organizational Leadership for Law Enforcement	3
LEPS 550	Data Fluency and Analysis for Law Enforcement Leaders	3
LEPS 560	Organizational Theory and Change for Law Enforcement	3
LEPS 570	Public Policy Innovation	3
LEPS 580	Law Enforcement Management and Conflict Resolution	3
LEPS 590	Budget & Finance for Law Enforcement Leaders	3
LEPS 599	Integrative Capstone	1
<b>Total Units</b>		<b>31</b>

#### **LEPS 500 | CONTEMPORARY ISSUES IN LAW ENFORCEMENT AND PUBLIC SAFETY**

##### **Units: 3 Repeatability: No**

This course examines cutting-edge issues facing law enforcement and public safety including: evolving technology, legal standards regarding use of force, officer health and wellness, UAVs, facial recognition, correctional realignment, drug policy changes, bail reform, records disclosure, and more. These issues are changing the landscape of law enforcement faster than ever before; this course will help law enforcement leaders proactively prepare for their agencies to thrive in this dynamic landscape.

#### **LEPS 501 | NEW STUDENT ORIENTATION**

##### **Units: 0 Repeatability: No**

This orientation course introduces students to the University of San Diego and provides important information about the program. Throughout the orientation, students will learn to successfully navigate through the Blackboard learning environment and locate helpful resources. Students will practice completing tasks in Blackboard as preparation for success in their online graduate courses. This orientation course will be available to students as a reference tool throughout the entirety of your program.

#### **LEPS 510 | COMMUNICATION SKILLS FOR LAW ENFORCEMENT LEADERS**

##### **Units: 3 Repeatability: No**

From interpersonal communication with colleagues and citizens to formal written reports to working with the media, this course studies all of the different ways law enforcement leaders need to communicate to be successful. The course introduces and develops a series of communication skills essential for someone leading a modern law enforcement department.

#### **LEPS 520 | BEST PRACTICES IN COMMUNITY ENGAGEMENT**

##### **Units: 3 Repeatability: No**

This course looks at best practices regarding how individuals in law enforcement engage both broadly with the community and with key stakeholders. This course specifically zeros in on these aspects of communication in the modern climate of increased transparency and collaboration. Building from real case studies, students will complete this course with an understanding of how to appropriately position their agencies in the national dialogue about policing in the contemporary climate, being leaders in a progressing industry, and what it means to be a changemaker in the field of policing.

#### **LEPS 530 | PUBLIC SAFETY LAW IN A DYNAMIC WORLD**

##### **Units: 3 Repeatability: No**

In an era where evolving technology is outpacing the law, this cutting-edge course helps provide direction and answer questions around the legal complexities of using law enforcement technologies, and other contemporary legal issues. The course looks at right-to-privacy and 4th amendment cases that are guiding legal precedents regarding smartphones, UAVs, BWCs, Brady issues, DNA evidence, cyber crime, terrorism, peace officer records release and transparency legislation. The course features hypothetical scenarios in which students make leadership and mission decisions broaching legal questions where there is no clear correct legal answer.

#### **LEPS 540 | ORGANIZATIONAL LEADERSHIP FOR LAW ENFORCEMENT**

##### **Units: 3 Repeatability: No**

How do law enforcement and public safety professionals lead under stress, in environments of change, and in the modern social and political climate? Strong leadership is crucial in law enforcement organizations; from officer safety, to thriving teams, to organizational success or failure, the stakes are high day in and day out. Leadership is a broad and diverse toolkit that can, and should, be understood and applied differently by individuals and organizations. Throughout this course, students will be exposed to practical and application-based examinations of organizational models and leadership theories. Designed to create immediate payoff with real-time and actionable lessons, the course uses a variety of case studies from law enforcement, corporate America and the military to present a holistic look at leadership, ethics, and best practices in modern law enforcement and public safety organizations.

#### **LEPS 550 | DATA FLUENCY AND ANALYSIS FOR LAW ENFORCEMENT LEADERS**

##### **Units: 3 Repeatability: No**

In today's law enforcement and public safety field, leaders need to be able to justify resource allocation decisions, present data-driven initiatives, and demonstrate success and failure with sound data and evidence. This course nurtures a contemporary and critical understanding of the importance of crime data and related evidence to maximizing both ethics and efficacy within agencies. Honing in on intelligence-led, evidence-based, data-driven policing, students will learn how to effectively present accurate, detailed crime data and related evidence for key stakeholders.

#### **LEPS 560 | ORGANIZATIONAL THEORY AND CHANGE FOR LAW ENFORCEMENT**

##### **Units: 3 Repeatability: No**

As individuals rise in an organization, they get a wider view of responsibilities, whether that be for their specific unit or the organization as a whole. This course looks at six models for how organizations function, allowing students to identify the model that best describes their agencies and make observations about processes that can be maximized. In a pro-seminar format, this course features a unique guest lecturer with specific expertise in each unit of the course. Collectively these perspectives from law enforcement, the military, the corporate sector, academia and elected officials will present a rich and nuanced look at how our students can maximize their impact on their organizations, constituents, and communities.



**LEPS 570 | PUBLIC POLICY INNOVATION****Units: 3 Repeatability: No**

How do agencies carry out reliable public policy research? Which resources do they invest in and why? Are the programs in place working? How can any given law enforcement leader be an effective, critical consumer of research, evidence, and best practices? This course looks at how to make good policy decisions, how to involve key stakeholders, and how to create and communicate policy. Nurturing practical research skills for law enforcement leaders, students will complete a project in which they are placed in groups to collectively write an MOU for a gang or human trafficking multiagency task force. Working each week to contribute to the document, they produce a real MOU by the end of the course; something typically high ranking individuals and/or those in specialized assignments have the opportunity to do.

**LEPS 580 | LAW ENFORCEMENT MANAGEMENT AND CONFLICT RESOLUTION****Units: 3 Repeatability: No**

A deep and applicable understanding of emotional intelligence, human resources, and essential skills for managing workplace conflict is key to leading successfully. In this course, students will develop skills that are essential to effective dispute resolution. These skills will be introduced, developed, and applied to conflicts between individuals, within small groups, and throughout organizations. At its core, this is an ethics-centric leadership and management course that addresses the unique dynamics of criminal justice agencies. Navigating contentious issues and developing and executing effective, positive resolutions requires an approach that emphasizes human dignity and both personal and professional integrity throughout the process.

**LEPS 590 | BUDGET & FINANCE FOR LAW ENFORCEMENT LEADERS****Units: 3 Repeatability: No**

Would you know how to create and present a budget if asked to do so? Budget and finance is an area in which many new to a command staff position feel they need additional training. And with the increased emphasis on evidence-driven rationales for budgetary decisions, all law enforcement leaders need to have a robust understanding of budgeting, contract negotiation, finance, and staffing/resource allocation. This course will expose students to different types of budget models and how they function in a public safety environment. Key learning concepts include performance-based, line-item and zero-based budget models, along with best practices for finding, writing and securing grants that are often key to organizational goals.

**LEPS 594 | SPECIAL TOPICS IN LAW ENFORCEMENT & PUBLIC SAFETY LEADERSHIP****Units: 1-6 Repeatability: Yes (Repeatable if topic differs)**

A special topics course in areas within law enforcement and public safety leadership.

**LEPS 599 | INTEGRATIVE CAPSTONE****Units: 1 Repeatability: No**

In the final course of the program sequence, students create an online portfolio to showcase what they've learned throughout the program. In what could be described as a 'resume on steroids', this portfolio contains a compilation of exemplary projects, term papers, presentations, and skill-based exercises that were completed throughout the program. The creation of the capstone project requires students to identify and critically reflect on the major program themes and what they've learned in the program. The reflection and the portfolio itself are both invaluable assets for career advancement.

# Master of Science in Cyber Security Operations and Leadership

The Master of Science in Cyber Security Operations and Leadership program (and elements of cyber security as a whole) presents the learner with tremendous ability to mitigate threats, but also with knowledge that could be utilized to cause damage to a system. Therefore, in every course there is continuous teaching and application of generally accepted ethical conduct in the field, the University, and society. There are nuances in the cyber security domain that could be reasoned, and for this purpose, it is essential that each course provides a constant thread of ethical logic that develops student judgment, conduct, and decision making consistent with the best practices in the field and the highest moral standing. Every course developed has this learning outcome: Gain an understanding of professional and ethical responsibility.

The program course design includes 37.5 hours of core instructional time for each three-unit course. Additional homework, research, and study time will be required. Students are advised to spend 15-18 hours per week in each course in order to be successful.

## Degree Requirements

There is a total of eleven courses in the Master of Science in Cyber Security Operations and Leadership program, with ten 3-unit courses and a 1-unit integrative Capstone course.

Code	Title	Units
CSOL 501	New Student Orientation	0
CSOL 500	Foundations of Cyber Security	3
CSOL 510	Applied Cryptography	3
CSOL 520	Secure Systems Architecture	3
CSOL 530	Cyber Security Risk Management	3
CSOL 540	Cyber Security Operational Policy	3
CSOL 550	Management and Cyber Security	3
CSOL 560	Secure Software Design and Development	3
CSOL 570	Network Visualization and Vulnerability Detection	3
CSOL 580	Cyber Intelligence	3
CSOL 590	Cyber Incident Response and Computer Network Forensics	3
CSOL 599	Capstone	1
<b>Total Units</b>		<b>31</b>

**CSOL 500 | FOUNDATIONS OF CYBER SECURITY****Units: 3 Repeatability: No**

This course will provide an overview and fundamental understanding of the concepts essential to the cyber security professional. Students will understand how to categorize and value organizational assets, and how to mitigate risk to these resources. Within this context, students will be introduced to various types of security policies, understand how security controls must follow the policy, and the application of security controls to enforce policy. We will explore how cyber security policy can be enforced in the operating system, in software development, in networks, and through various mechanisms such as cryptography. Students will engage with the concept of incident response, and the process of handling a breach including investigation and forensics. Finally, students will learn the roles leaders can play in enhancing, supporting, and promoting cyber security in organizations. It is vitally important for students to have both a conceptual understanding of cyber security and applied practice. Therefore, this course will have some hands-on element that will introduce students to a plethora of cyber security tools and allow them to immerse themselves in cyber security operations. We will explore basic cyber security scripting utilizing Python; threat analysis; vulnerability assessment; traffic analysis, encryption; penetration testing; and several other topics. Students will be responsible for conducting research on various cyber security tools, topics, and policies.

**CSOL 501 | NEW STUDENT ORIENTATION****Units: 0 Repeatability: No**

This orientation course introduces you to the University of San Diego and provides important information about the program. Throughout the orientation, you will learn to successfully navigate through the Blackboard learning environment and locate helpful resources. You will practice completing tasks in Blackboard as preparation for success in your online graduate courses. This orientation course will be available to you as a reference tool throughout the entirety of your program.

**CSOL 510 | APPLIED CRYPTOGRAPHY****Units: 3 Repeatability: No**

This course will provide an introduction to modern applied cryptographic theory and practice, and how cryptography is used to support information security missions. It will be based upon open literature discussions that are most similar or applicable to advanced multi-level security systems and military grade defenses.

**CSOL 520 | SECURE SYSTEMS ARCHITECTURE****Units: 3 Repeatability: No**

This course will introduce the student to the importance of security architecture design in enterprise security. Security architecture frameworks will then be used to explore and develop information system security architectures. Students will be presented with a structured approach to the steps and processes involved in developing security architectures. Also considered will be how major organizational issues likely to be encountered can be resolved.

**CSOL 530 | CYBER SECURITY RISK MANAGEMENT****Units: 3 Repeatability: No**

This course is an introduction to risk management as the principles and practices pertain to the cyber domain. Topics include an overview of traditional risk management processes, requirements, objectives and tools. The course also covers the NIST-driven Risk Management Framework (RMF) – the current US national guidance on Cyber Security standards and practices – and will include overviews of DITSCAP/DIACAP as background reference to previous government/defense efforts in Cyber Certification and Accreditation and their influence on current cyber security practices.

**CSOL 540 | CYBER SECURITY OPERATIONAL POLICY****Units: 3 Repeatability: No**

This course will provide an understanding of the concept of policy in information security. Students will explore the types of policy that are part of an overall security strategy, from policy that determine rules and best practices, to those which drive computer security, including discretionary access control, mandatory access control, and role-based access control types of policies, and how these are used in organizations. Through this course, students will understand the basic elements of policy construction.

**CSOL 550 | MANAGEMENT AND CYBER SECURITY****Units: 3 Repeatability: No**

The course will be taught around a set of established engineering, economic and management processes and practices to fill a gap in planning for improved cyber security within organizations. Students will understand the role of management and leadership in mitigating threat and achieving organizational goals in information protection. The course will provide an overview of audit, compliance, and regulation, and how cyber can affect the legal responsibility and liability for business. It will demonstrate how to construct effective continuity and disaster recovery plans, as well as exploring acquisition and procurement of technology with security in mind. Students will understand economic factors surrounding cyber security, as well as how to build effective teams and lead in contested cyber environments.

**CSOL 570 | NETWORK VISUALIZATION AND VULNERABILITY DETECTION****Units: 3 Repeatability: No**

The course will introduce the concept and principles of network security. It will provide a conceptual construct of how to think about securing networks, how to translate this into basic architectural design, and then a survey of some component level considerations. It will then move into deeper investigation of specific topics in network security, including: network visualization, network analysis, perimeter defense strategies, network monitoring, vulnerability detection, and security in mobile and wireless environments. Within this context, students will understand how to apply the various pieces/topics into a cohesive network security strategy.

**CSOL 580 | CYBER INTELLIGENCE****Units: 3 Repeatability: No**

This course will present and discuss how information superiority and information dominance is key to influencing operations associated with establishing and maintaining cyber security. Topics include overview of current and historical intelligence efforts and how those processes in various domains (human, electronic, digital) apply to cyber operations and security. Course specifically includes exploitation of “big data” and multi-format information collections (text, video, structured/unstructured) to support cyber situation awareness. It will feature discussions of modern versus classic data collection methods and Intelligence examples from current events.

**CSOL 590 | CYBER INCIDENT RESPONSE AND COMPUTER NETWORK FORENSICS****Units: 3 Repeatability: No**

This course will introduce the principles and general practice of incident response, including an overview to digital and network forensics. It will define what constitutes an incident, what is meant by incident response, the attack lifecycle, and goals of incident response. The course will discuss building an incident response team, the steps in the process, and preparing for incident response. Students will understand the process of detecting and characterizing an incident, collecting and analyzing data, and the process of remediation. The course will then provide a deeper dive into the practice digital forensics, specifically focusing on computer, mobile, network, and database forensics. It will outline the investigative and analysis process, survey tools, digital evidence, and briefly touch on the law.

**CSOL 594 | SPECIAL TOPICS IN CYBER SECURITY****Units: 1-6 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: CSOL 500 with a minimum grade of C-

Special topics course in areas of special interest to cyber security. May be repeated for credit with a different topic.

**CSOL 599 | CAPSTONE****Units: 1 Repeatability: No**

Prerequisites: CSOL 500 with a minimum grade of C-

CSOL 599 will be given at the end of the MS Cyber Security Operations and Leadership degree to bring the entire body of knowledge in cyber security into greater focus. Students will demonstrate achievement of the program learning outcomes by tying together the major concepts, skills, and examples of ethical leadership that were included in the program curriculum. Students will be asked over the course of the semester to research, collect, and revise course artifacts that comprise the final project. The final project of an ePortfolio will enable students to showcase their body of work and will provide a lasting resource that will allow them to review and rapidly research topics as they progress through their careers.

## Graduate Courses

### A

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- Advance Practice Nursing Core (APNC) (p. 762)
- Applied Data Science (p. 762)

### C

- Continuing Education (EDU) (p. 764)
- Counseling (COUN) (p. 764)

### D

- Doctor of Nursing Practice (DNPC) (p. 767)

### E

- Education (EDTE) (<https://nextcatalog.sandiego.edu/graduate/colleges-schools/leadership-education-sciences/learning-teaching/courses/>)
- Education (EDUC) (p. 768)
- Executive Nurse Leadership Core (ENLC) (p. 778)

### G

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### H

- Health Care Informatics (HCIN) (p. 786)
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### L

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### M

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### N

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### P

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### T

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## Adult Clinical Nurse Specialist (ACNS)

**ACNS 521 | ADVANCED PHYSICAL ASSESSMENT****Units: 4 Repeatability: No**

Prerequisites: APNC 520 with a minimum grade of C-

Explores theoretical and clinical practice principles of advanced physical assessment of all human systems. Uses advanced assessment techniques, concepts, and approaches for comprehensive data gathering, analysis, and documentation including history taking and physical examination. Differentiates abnormalities from common normal variations characteristic of various developmental, cultural, and ethnic groups. Laboratory-based practicum experiences provide the opportunity for the integration of theory with role responsibilities specific to physical assessment.

**ACNS 524 | ADVANCED PHARMACOLOGY****Units: 3 Repeatability: No**

Prerequisites: APNC 520 with a minimum grade of C-

Explores the theoretical and clinical practice principles needed to assess, manage, and recommend treatment plans, utilizing broad categories of pharmacologic agents, for common and complex health problems in a safe, high quality, and cost-effective manner. Emphasizes the application of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and pharmacogenomics skills into clinical practice.

**ACNS 600 | TRANSITION TO CNS PRACTICE****Units: 1 Repeatability: No**

Focuses on the transition of the Adult-Gerontology Clinical Nurse Specialist (AG-CNS) into clinical practice. Explores the pathway to CNS certification/licensure, job preparation, and succeeding in practice settings. Examines the concept of imposter syndrome and methods for overcoming it.

**ACNS 619 | CNS SPECIALTY ROLE AND PRACTICE FOUNDATIONS****Units: 3**

Provides an overview of the role of the Clinical Nurse Specialist (CNS) with a practice focus on adults and gerontology (wellness to acute care). Explores the spheres of influence and core competencies for CNS practice. Examines theoretical foundations of reflective, evidence-based advanced nursing practice for individuals 20 years of age and older.

**ACNS 632 | ADULT-GERONTOLOGY I: CNS PRACTICE IN INDIVIDUAL PATIENT SPHERE****Units: 3 Repeatability: No**

Corequisites: ACNS 632P

Provides an in depth inquiry into the role of the clinical nurse specialist (CNS) within the patient sphere with a practice focus on adults 20 years of age and older. Explores the theoretical concepts utilized in advanced nursing practice in the management of patients along the continuum of care from wellness to illness, experiencing acute, chronic, or terminal illnesses.

**ACNS 632P | ADULT-GERONTOLOGY I: CNS PRACTICE IN INDIVIDUAL PATIENT SPHERE PRACTICUM****Units: 3 Repeatability: No**

Corequisites: ACNS 632

Provides an opportunity to carry out the clinical nurse specialist (CNS) role within the patient sphere with adults 20 years and older. Emphasizes the application of the theoretical concepts utilized in advanced nursing practice in the management of patients along the continuum of care from wellness to illness, experiencing acute, chronic, or terminal illnesses.

**ACNS 634 | ADULT-GERONTOLOGY II: CNS PRACTICE IN THE NURSE SPHERE****Units: 3 Repeatability: No**

Prerequisites: ACNS 632 with a minimum grade of B-

Corequisites: ACNS 634P

This course provides an in-depth inquiry into the role of clinical nurse specialist (CNS) within the patient sphere with a practice focus on adults 20 years and older. Emphasis is on the theoretical concepts utilized in advanced nursing practice in the management of patients along the continuum of care from wellness to illness. These patients may experience acute, chronic, or terminal illnesses.

**ACNS 634P | ADULT-GERONTOLOGY II: CNS PRACTICE IN THE NURSE SPHERE PRACTICUM****Units: 2 Repeatability: No**

Prerequisites: ACNS 619 with a minimum grade of B- and ACNS 632 with a minimum grade of B- and ACNS 632P with a minimum grade of B-

Corequisites: ACNS 634

This course provides an in-depth inquiry into the role of clinical nurse specialist (CNS) within the patient sphere with a practice focus on adults 20 years and older. Emphasis is on the theoretical concepts utilized in advanced nursing practice in the management of patients along the continuum of care from wellness to illness. These patients may experience acute, chronic, or terminal illnesses. This is the practicum portion of the course.

**ACNS 636 | ADULT GERONTOLOGY III: CNS PRACTICE IN THE ORGANIZATIONAL/SYSTEMS SPHERE****Units: 3**

Prerequisites: ACNS 619 with a minimum grade of B- and ACNS 632 with a minimum grade of B- and ACNS 632P with a minimum grade of B- and ACNS 634 with a minimum grade of B- and ACNS 634P with a minimum grade of B-

Corequisites: ACNS 636P

Emphasizes theories and principles of change management at the systems level. Analyzes CNS leadership principles in organizations/systems in which nursing care is provided for individuals 20 years of age and older.

**ACNS 636P | ADULT GERONTOLOGY III: CNS PRACTICE IN THE ORGANIZATIONAL/SYSTEMS SPHERE PRACTICUM****Units: 2**

Prerequisites: ACNS 619 with a minimum grade of B- and ACNS 632 with a minimum grade of B- and ACNS 632P with a minimum grade of B- and ACNS 634 with a minimum grade of B- and ACNS 634P with a minimum grade of B-

Corequisites: ACNS 636

In the clinical setting emphasizes applying theories and principles of change management at the systems level. Operationalizes CNS leadership principles in organizations/systems in which nursing care is provided for individuals 20 years of age and older.

**ACNS 638 | ADULT GERONTOLOGY IV: ADVANCED CNS PRACTICE****Units: 3**

Prerequisites: ACNS 619 with a minimum grade of B- and ACNS 632 with a minimum grade of B- and ACNS 632P with a minimum grade of B- and ACNS 634 with a minimum grade of B- and ACNS 634P with a minimum grade of B- and ACNS 636 with a minimum grade of B- and ACNS 636P with a minimum grade of B-

Corequisites: ACNS 638P

Focuses on further development of evidence-based clinical knowledge in a selected area of CNS practice. Provides opportunities to explore CNS role development issues. Based on a gap analysis, an evidence-based practice change is designed, evaluated, and presented relative to an apriori evidence-based benchmark. A letter grade of B- or higher is necessary to pass this course.

**ACNS 638P | ADULT GERONTOLOGY IV: ADVANCED CNS PRACTICUM****Units: 3**

Prerequisites: ACNS 619 with a minimum grade of B- and ACNS 632 with a minimum grade of B- and ACNS 632P with a minimum grade of B- and ACNS 634 with a minimum grade of B- and ACNS 634P with a minimum grade of B- and ACNS 636 with a minimum grade of B- and ACNS 636P with a minimum grade of B-

Corequisites: ACNS 638

Focuses on further development of evidence-based clinical knowledge and expertise in a selected area of CNS practice. Students design an evidence-based clinical project to improve the care for individuals 20 years of age and older. The project is implemented using an evidence-based approach to a clinical problem or professional issue.

**ACNS 639 | CNS PALLIATIVE CARE PRACTICUM****Units: 2 Repeatability: No**

Prerequisites: PHDN 688 with a minimum grade of B-

Provides an in-depth experience into the role of the Palliative Care CNS with the practice focus on adults 20 years and older. Emphasizes advanced nursing skills in assessment, symptom management, and psychosocial care to patients and family with serious health conditions. Stresses advocacy for those patients at the end of life requiring palliative care and hospice. Focuses on the interdisciplinary health care team in providing a collaborative plan of care.



## Advance Practice Nursing Core (APNC)

### APNC 520 | ADVANCED PATHOPHYSIOLOGY

#### Units: 3 Repeatability: No

Focuses on pathophysiological processes across the lifespan and the development of clinical reasoning skills required in advanced practice nursing. Distinguishes between normal physiology and specific system alterations produced by injury and disease. Explores etiology, pathogenesis, developmental and environmental influences, and clinical manifestations of major health problems. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. A minimum 80% examination average must be achieved in order to successfully complete the course.

### APNC 521 | APRN PHYSICAL ASSESSMENT AND DIAGNOSIS

#### Units: 3-4 Repeatability: No

Prerequisites: APNC 520 with a minimum grade of C- (Can be taken Concurrently)

Explores theoretical and clinical practice principles of advanced physical assessment and diagnosis across the lifespan. Utilizes various methods of comprehensive evidence-based data gathering, analysis, and documentation including history taking, physical examination, screening for common diseases, diagnostic procedures, and differential diagnoses. Differentiates abnormalities from common normal variations characteristic of various developmental, cultural, and ethnic groups. Laboratory-based practicum experiences provide the opportunity for the integration of theory with APRN role responsibilities specific to physical assessment and diagnosis. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. A minimum 80% examination average must be achieved in order to successfully complete the course.

### APNC 521L | HEALTH ASSESSMENT AND DIAGNOSIS LAB

#### Units: 1 Repeatability: No

#### Non-Core Attributes: Lab

Explores theoretical and clinical practice principles of advanced physical assessment and diagnosis across the lifespan. Utilizes various methods of comprehensive evidence-based data gathering, analysis, and documentation including history taking, physical examination, screening for common diseases, diagnostic procedures, and differential diagnoses. Differentiates abnormalities from common normal variations characteristic of various developmental, cultural, and ethnic groups. Laboratory-based practicum experiences provide the opportunity for the integration of theory with APRN role responsibilities specific to physical assessment and diagnosis. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

### APNC 523 | PHARMACOLOGY IN HEALTH MANAGEMENT

#### Units: 3 Repeatability: No

Prerequisites: APNC 520 with a minimum grade of C-

Provides an evidence-based knowledge of pharmacotherapeutics for patients across the lifespan including special populations. Develops a foundation for decision-making necessary for initiating, monitoring, and modifying pharmacological treatment plans. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. A minimum 80% examination average must be achieved in order to successfully complete the course.

### APNC 524 | ADVANCED PHARMACOLOGY

#### Units: 3 Repeatability: No

Prerequisites: MEPN 535 with a minimum grade of C-

Provides the knowledge and skills needed to assess, manage, and recommend treatment plans, utilizing broad categories of pharmacologic agents, for common and complex health problems in a safe, high quality and cost effective manner. Pharmacotherapeutics, pharmacodynamics, pharmacokinetics and pharmacogenomic skills will be developed utilizing case scenarios with an emphasis on direct application to clinical nursing practice.

## Applied Data Science

### Courses

#### ADS 500A | PROBABILITY AND STATISTICS FOR DATA SCIENCE

##### Units: 3 Repeatability: No

This course is an introduction to probability and statistical concepts and their applications in solving real-world problems. This prerequisite course provides a solid background in the application of probability and statistics that will form the basis for advanced data science methods. Statistical concepts, probability theory, random and multivariate variables, data and sampling distributions, descriptive statistics, and hypothesis testing will be covered. The use of computer-based applications for the performance of basic statistics will be utilized. Covered topics include the numerical and graphical description of data, elements of probability, sampling distributions, probability distribution functions, estimation of population parameters, and hypothesis tests. This course will combine the learnings from texts, case studies, and standard organizational processes with practical problem-solving skills to present, structure, and plan the problem as it would be presented in large enterprises, and execute the steps in a structured analytics process.

#### ADS 500B | DATA SCIENCE PROGRAMMING

##### Units: 3 Repeatability: No

This course is on fundamental and advanced concepts of programming and problem-solving for data science. Python and R languages are used to solve problems on real-world datasets. Topics include basics of Python and R, data acquisition, cleansing and transformation, problem understanding and data preparation, standardization, and exploratory data analysis. In addition, this course is on advanced concepts of programming and modeling for data science. Topics include data partitioning, validation, model building with Decision trees, Naïve Bayes classification, Neural networks, clustering and regression, model evaluation, dimensionality reduction, association rules, and generalized linear models.

#### ADS 501 | FOUNDATIONS OF DATA SCIENCE AND DATA ETHICS

##### Units: 3 Repeatability: No

Prerequisites: ADS 500A with a minimum grade of C- and ADS 500B with a minimum grade of C-

This course covers an introduction into the methods, concepts, and ethical considerations found and practiced in the field of professional data science. Topics include: defining and structuring the problem, managing the integration of data science in business, the CRISP-DM and Agile processes, “ensuring the science” in data science using the scientific method, managing ethical concerns, and model bias by analyzing case studies, and performing exploratory data analysis with visualizations using BI tools. This course will combine the learnings from case studies, texts, and standard organizational processes with practical problem-solving skills to present, structure, and plan the problem as it would be presented in large enterprises, and execute the steps in the data science workstream.

**ADS 502 | APPLIED DATA MINING****Units: 3 Repeatability: No**

Prerequisites: ADS 500A with a minimum grade of C- and ADS 500B with a minimum grade of C-

The course covers data exploration and data mining principles, techniques, and applications with a variety of integrated theoretical and practical examples in classification, association analysis, cluster analysis, and anomaly detection. This course also includes a wide variety of applied examples associated with each topic in data mining.

**ADS 503 | APPLIED PREDICTIVE MODELING****Units: 3 Repeatability: No**

Prerequisites: ADS 500A with a minimum grade of C- and ADS 500B with a minimum grade of C-

This course provides a working knowledge of applied predictive modeling. Students will obtain a broad understanding of model training and development procedures, applications to real-world problems in the industry, and the differences between predictive model types and uses. Course topics include linear and non-linear regression modeling methods, linear and non-linear classification modeling methods, model selection, variable importance, variable selection and model applications.

**ADS 504 | MACHINE LEARNING AND DEEP LEARNING FOR DATA SCIENCE****Units: 3 Repeatability: No**

Prerequisites: ADS 500A with a minimum grade of C- and ADS 500B with a minimum grade of C-

Study of supervised and unsupervised algorithms for machine learning. Emphasis on formulating, choosing, applying, implementing, evaluating machine learning models to capture key patterns exhibited in cross-sectional data, time-series data, and longitudinal data. Considerations of model complexity, results interpretations, and implementation in real-world applications.

**ADS 505 | APPLIED DATA SCIENCE FOR BUSINESS****Units: 3 Repeatability: No**

Prerequisites: ADS 501 with a minimum grade of C- and ADS 502 with a minimum grade of C-

This course covers the role Data Science plays in enabling business strategy and competitive advantage. Topics include alignment of data science solutions to business strategy and the fundamental concepts of solving problems in the industry with Data Science. Other topics include data-analytic thinking, problem identification to data and analytics solutioning, segmenting with k-Nearest Neighbor (k-NN), Naive Bayes Classifier, Dimensionality Reduction, Classification, and Regression Trees.

**ADS 506 | APPLIED TIME SERIES ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: ADS 501 with a minimum grade of C- and ADS 502 with a minimum grade of C-

Many data sets naturally have a time series component: records collected over time, including financial data, biological data signals, such as brain waves or blood glucose levels, weather, and seasonal information. Practicing data scientists need to identify when they encounter time series data and apply suitable techniques. This course will cover the major topics in time series analysis and forecasting (prediction). Students will be familiar with the major types of time series models commonly used in industrial practice and apply them on real datasets, culminating in a complete analysis of a nontrivial real-world dataset from end-to-end.

**ADS 507 | PRACTICAL DATA ENGINEERING****Units: 3 Repeatability: No**

Prerequisites: ADS 501 with a minimum grade of C-

This course will cover database table structures, column data types, and the T-SQL language components that go into querying against a database. Reading data from a table, row filtering, and column based functions will be discussed. We will also write queries that combine data from multiple tables, use conditional logic, and create aggregated result sets (sum, average, min, max). Database administration features of SQL will be discussed. Finally we will discuss how to create objects in SQL Server such as tables, views and stored procedures, and how to manipulate data in existing objects using insert, update, and delete statements.

**ADS 508 | DATA SCIENCE WITH CLOUD COMPUTING****Units: 3 Repeatability: No**

Prerequisites: ADS 502 with a minimum grade of C-

This course is on fundamental concepts of cloud computing as it impacts the field of data science. Course topics include cloud economics, distributed storage, MapReduce, Hadoop ecosystem, Apache Spark, Machine Learning with MLLib, natural language processing with Spark, and data governance considerations in the cloud.

**ADS 509 | APPLIED TEXT MINING****Units: 2 Repeatability: No**

Prerequisites: ADS 501 with a minimum grade of C-

This course focuses on the major applications and techniques used in textual data mining and analyzing using Python and R. Topics include text preprocessing, vectorization and word document frequencies, linguistic feature engineering, topic modeling, text and document classification, sentiment analysis, introduction to advanced deep learning models.

**ADS 550 | NEW STUDENT ORIENTATION****Units: 0 Repeatability: No**

This orientation course introduces students to the University of San Diego and provides important information about the program. Throughout the orientation, students will learn to successfully navigate through the Blackboard learning environment and locate helpful resources. Students will practice completing tasks in Blackboard as preparation for success in their online graduate courses. This orientation course will be available to students as a reference tool throughout the entirety of your program.

**ADS 594 | SPECIAL TOPICS IN DATA SCIENCE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: ADS 501 with a minimum grade of C- and ADS 501 with a minimum grade of C-

This is a special topics course discussing areas of interest in data science. This course may be repeated for credit with a different topic.

**ADS 599A | CAPSTONE PROJECT****Units: 1 Repeatability: No**

Prerequisites: ADS 501 with a minimum grade of C- and ADS 502 with a minimum grade of C- and ADS 504 with a minimum grade of C- and ADS 505 with a minimum grade of C- and ADS 507 with a minimum grade of C-

The Master's level capstone includes a comprehensive, in-depth data science project implementation in two individual courses to provide students with an opportunity to collect, process, and apply various data science techniques and tools to address analytic real-world interdisciplinary problems. The team-based, collaborative project will be conducted to practice cases similar to analytic projects in industry, government, nonprofit organizations, and academic research. Teams will submit a consolidated report and provide technical presentations to the project advisors on the entire project process.

**ADS 599B | CAPSTONE PROJECT****Units: 3 Repeatability: No**

Prerequisites: ADS 501 with a minimum grade of C- and ADS 502 with a minimum grade of C- and ADS 504 with a minimum grade of C- and ADS 505 with a minimum grade of C- and ADS 507 with a minimum grade of C- The Master's level capstone includes a comprehensive, in-depth data science project implementation in two individual courses to provide students with an opportunity to collect, process, and apply various data science techniques and tools to address analytic real-world interdisciplinary problems. The team-based, collaborative project will be conducted to practice cases similar to analytic projects in industry, government, nonprofit organizations, and academic research. Teams will submit a consolidated report and provide technical presentations to the project advisors on the entire project process.

**(EDU)****EDU 701I | RECOVERY-ORIENTED CASE MANAGEMENT****Units: 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****Units: 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 biopsychosocial/spiritual 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****Units: 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****Units: 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.

**EDU X787H | FIRST & SECOND LANGUAGE DEVELOPMENT (PREV#: EDU 558XB)****Units: 3**

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.

**Counseling (COUN)****COUN 502 | PROFESSIONAL ORIENTATION, LAW AND ETHICS IN COUNSELING****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

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 510 | CAREER DEVELOPMENT ACROSS THE LIFESPAN****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

Students examine the beliefs, behaviors, and values of a variety of ethnic groups. Students complete self-assessments of cultural competencies and examine their self-assessments in the context of cultural identity models. Effective techniques for providing culturally appropriate services to individuals and groups are presented.

**COUN 520 | COUNSELING THEORIES AND PRACTICE****Units: 3 Repeatability: No**

Philosophical and psychological theories of personality development and functioning are presented. For each theory presented students learn the nature of the person, personality constructs, and appropriate intervention strategies and counseling goals.

**COUN 526 | GROUP COUNSELING****Units: 3 Repeatability: No**

Prerequisites: COUN 520 with a minimum grade of C-

This course provides an introduction to group dynamics and group work. Group counseling approaches and models, issues of group leadership, styles of leadership, and group facilitation skills will be addressed. Consideration is also given to group counseling goals, phases of group development, and research on group dynamics and group counseling. The course is organized into a seminar for intensive examination of the theory and practice of group work and group counseling and a laboratory for experiential learning related to group process.

**COUN 530 | ASSESSMENT TECHNIQUES IN COUNSELING****Units: 3 Repeatability: No**

Students develop skills in the development, selection, administration, and interpretation of standardized tests and other tools used to assess various cognitive, behavioral, and affective modalities.

**COUN 531 | ADVANCED TOPICS IN SCHOOL COUNSELING****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

An overview and analysis of advanced topics in school counseling. This course provides students with an opportunity for in-depth exploration of a current topic in school counseling. The course may be repeated if the topic changes.

**COUN 533 | SEMINAR IN FIELD BASED RESEARCH: PROPOSAL DEVELOPMENT****Units: 1.5 Repeatability: No**

COUN 533 prepares Counselors to conduct field-based research in educational and community-based settings related to counseling practice. Students will learn how to design their own applied research project over the course of the semester in conjunction with their fieldwork experience. The course includes required areas addressed in the 2016 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course also prepares students in the knowledge areas tested in the Research and Evaluation section of the National Counselors Examination (NCE) and the Counselor Preparation Comprehensive Examination (CPCE).

**COUN 534 | SEMINAR IN FIELD BASED RESEARCH: ANALYSIS AND REPORTING OF RESEARCH****Units: 1.5 Repeatability: No**

Prerequisites: COUN 533 with a minimum grade of C-

COUN 534 prepares Counselors to conduct field-based research in educational and community-based settings related to counseling practice. Students will learn how to analyze and report on their own applied research project over the course of the semester in conjunction with their fieldwork experience. The course includes required areas addressed in the 2016 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This course also prepares students in the knowledge areas tested in the Research and Evaluation section of the National Counselors Examination (NCE) and the Counselor Preparation Comprehensive Examination (CPCE).

**COUN 536 | APPLIED THEORIES AND TECHNIQUES FOR COUNSELING IN SCHOOL SETTINGS****Units: 3 Repeatability: No**

Students will explore and understand a variety of issues germane to K-12 counseling settings. Students will also gain competence in counseling techniques and interventions appropriate to working in these settings. Additionally, students will become familiar with and practice presentation and consultation skills suitable for working with students, parents, teachers and other school staff.

**COUN 537 | SCHOOL COUNSELING CONSULTATION, CRISIS, AND TRAUMA****Units: 3 Repeatability: No**

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 aid and disaster mental health responses to natural and man-made disasters.

**COUN 541 | ADVANCED COUNSELING: DIAGNOSIS AND TREATMENT PLANNING****Units: 3 Repeatability: No**

Students develop comprehensive case studies of clients using various assessment methods and deliver case presentations. Tests and other diagnostic tools (e.g., DSM-IV) are used to formulate individual counseling intervention plans. Professional issues associated with counseling practice and collaboration with community agencies are examined.

**COUN 542 | ADDICTIONS COUNSELING****Units: 3 Repeatability: No**

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.

**COUN 544 | INTRO FAMILY COUNSELING****Units: 3 Repeatability: No**

This course provides students with an in-depth foundation to develop the skills needed to conduct family counseling. Family counseling is an area of specialized practice within the larger counseling profession which views the origin, maintenance, and amelioration of various issues through a lens of interpersonal relationships. Students will review relevant theory and research that will help you understand (a) normal couple and family functioning, (b) the development of couple and family problems, and (c) basic interventions designed to enhance couple and family functioning. Specific strategies for assessment and counseling will be discussed, applied, and practiced throughout the semester.



**COUN 547 | RISK ASSESSMENT AND TRAUMA INTERVENTION IN CLINICAL MENTAL HEALTH COUNSELING****Units: 3 Repeatability: No**

Students are exposed to CACREP standards associated with crisis intervention. The course emphasizes forensic mental health issues (e.g. risk assessment) as well.

**COUN 549 | PSYCHOPHARMACOLOGY****Units: 3 Repeatability: No**

Prerequisites: COUN 541 with a minimum grade of C-

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 | COUPLES AND SEXUALITY****Units: 3 Repeatability: No**

Issues of sexuality and intimacy are major concerns for individuals and couples in counseling. This course provides an overview of adult human sexuality, sexual development, assessment of spousal and partner abuse, same-gender abuse dynamics, and sex therapy from a biological, behavioral, environmental, cultural, and sociological perspectives. Students taking this course will explore these approaches in order to understand sexuality and intimacy in the context of sex and couples counseling.

**COUN 555 | EVIDENCE BASED COUNSELING THEORY AND TECHNIQUES****Units: 3 Repeatability: No**

Prerequisites: COUN 541 with a minimum grade of C-

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 562 | POSITIVE PSYCHOLOGY: THEORY AND APPLICATIONS****Units: 3 Repeatability: No**

This course provides an overview of the biopsychosocial theories and evidence based research and practices associated with the emerging fields of positive psychology, happiness, positive health, and well-being. This course builds upon the COUN 555 course by focusing on the most recent evidence based and culturally competent practices in Positive Psychology with diverse and clinically underserved populations. Students will be exposed to the public mental health needs and culturally informed practices including native or indigenous healing practices in underserved and vulnerable populations both here in the United States and abroad. The continuum of evidence based interventions from health and wellness to chronic mental health issues and psychopathology will be addressed. This course will include a laboratory experience where positive psychology techniques and skills are practiced.

**COUN 563 | MULTICULTURAL COUNSELING SKILLS FOR INTERNATIONAL SCHOOL COUNSELORS****Units: 3 Repeatability: No**

Students examine the beliefs, behaviors, and values of a variety of ethnic groups present in international schools. Students complete self-assessments of cultural competencies and examine their self-assessments in the context of cultural identity models. Students will learn about how to support third culture kids and provide comprehensive school counseling programming in an international community. Effective techniques for providing culturally appropriate services to students in international schools will be presented.

**COUN 564 | COUNSELING SKILLS****Units: 3 Repeatability: No**

The course helps students acquire knowledge, skills and dispositions associated with the practice of individual counseling in a variety of settings. Students will demonstrate counseling skills, techniques and professionally ethical and legal behavior in class through dyads, triads and small group interactions and will provide and receive feedback on this practice. Students will also receive direct feedback on their skill development from the instructor. The course integrates ethical-legal, cultural and gender issues throughout the semester. The instructor will use role-plays, small groups, session transcripts, videotape critiques, and case discussions throughout the course. The course also addresses many of the required areas for Helping Relationships which are outlined in the 2016 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**COUN 565 | CRISIS & TRAUMA PREVENTION AND INTERVENTION IN INTERNATIONAL SCHOOL COUNSELING****Units: 3 Repeatability: No**

It is inevitable that school crises will occur. In international schools, school counselors are the first responders or members of the school's crisis team. The purpose of this course is to prepare students for dealing with crisis situations they will encounter as an International School Counselor. Students will spend time reflecting on how people deal with crises, exploring their own crisis experiences, and begin to develop skills for crisis intervention. Students will also examine some of the relevant research on crises, resolution, and resilience for International Populations. However, the major focus throughout the course will be on learning the practical skills of helping people in crisis and constructing prevention programs for children and adolescents that include: Grief and Bereavement, Bullying, Violence Prevention, Cultural Adjustment and Transition, Suicide and Suicidal Ideation, and Family Conflict and Violence.

**COUN 566 | INTERNATIONAL CAREER AND COLLEGE READINESS****Units: 3 Repeatability: No**

Students study career development theories and examine educational, personal, and occupational aspects of career development of children and adolescents. Workplace demographics, employment trends, legal and ethical issues, worker satisfaction factors, and career development services delivery models are presented. In addition, students will focus on the college readiness and exploration process of adolescents. Students will explore how to advise and support students through their college search, application, and financial aid process. University systems both in the United States and abroad will be reviewed.

**COUN 567 | APPLIED THEORIES AND TECHNIQUES IN INTERNATIONAL SCHOOL COUNSELING****Units: 1 Repeatability: No**

The course helps students acquire knowledge, skills and dispositions associated with the practice of individual counseling in international schools. Students will demonstrate counseling skills, techniques and professionally ethical and legal behavior in class through dyads, triads and small group interactions and will provide and receive feedback on this practice. Students will also receive direct feedback on their skill development from the instructor. The course integrates ethical-legal, cultural and gender issues throughout the semester. The instructor will use role-plays, small groups, session transcripts, videotape critiques, and case discussions throughout the course. The course also addresses many of the required areas for Helping Relationships which are outlined in the 2016 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**COUN 579 | SOLES EXPERIMENTAL TOPICS COURSE****Units: 1-3 Repeatability: Yes (Repeatable once for Credit)****COUN 587P | CLINICAL MENTAL HEALTH COUNSELING PRACTICUM****Units: 3 Repeatability: No**

Prerequisites: COUN 564 with a minimum grade of C-

Practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments and individual and group interventions appropriate to a variety of adult counseling settings. Course includes a minimum of 100 clock hours of practicum experience that includes a combination of peer counseling related to personal/social, academic, and career development issues; community service programs serving adult populations; job shadowing of professional counselors; observing and being a participant-observer of group dynamics in various counseling settings; and attending meetings directly relevant to the functioning of a counseling staff and/or counseling center. At least 40 hours of the practicum experience involved direct client contact. Prerequisites are required (see advisor).

**COUN 588P | PRACTICUM: SCHOOL****Units: 3 Repeatability: No**

Prerequisites: COUN 564 with a minimum grade of C-

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.

**COUN 590F | FIELDWORK IN SCHOOL SETTINGS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: COUN 588P with a minimum grade of C- and COUN 515 with a minimum grade of C-

Students obtain an internship placement at a school site and function in the role of a school counselor, working under the supervision of a P.P.S. credentialed counselor on site. university supervision also is provided. School sites are selected to meet the requirements for the State of California Pupil Personnel Services Credential and School Counseling Specialization. Course must be taken a minimum of two times to meet program and/or credential requirements.

**COUN 592 | PRACTICUM AND FIELDWORK IN COUNSELING****Units: 0 Repeatability: No**

Students receive group supervision on issues relevant to providing counseling services, including assessment and treatment planning.

**COUN 598P | CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: COUN 564 with a minimum grade of C-

Students obtain an internship placement in a clinical mental health setting under the on-site supervision of a qualified counseling professional. Course will be taken three times to meet requirements.

**COUN 599 | INDEPENDENT STUDY OR RESEARCH****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

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.

## Doctor of Nursing Practice (DNPC)

**DNPC 610 | PHILOSOPHY OF REFLECTIVE PRACTICE****Units: 3 Repeatability: No**

Provides the student with the opportunity to explore the philosophical underpinnings of advanced nursing practice and practice inquiry including ontology and epistemology of reflective practice and current practice inquiry perspectives. Explores selected methodologies and their philosophical assumptions as a basis for developing a reflective practice that informs and is informed by inquiry bridging science and practice. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 611 | METHODS OF TRANSLATIONAL SCIENCE/ EVIDENCE BASED CLINICAL PRACTICE****Units: 3 Repeatability: No**

This is the first of several courses in the APRN program that provides the foundation and methods for translational science and evidence-based clinical practice. Focuses on critical analysis, synthesis, and application of translational research models. Emphasizes areas including: (a) establishing a connection between scientific research and clinical practice, (b) evaluating research findings for application in evidence based practice, (c) exploring analytic approaches to translational science (including interdisciplinary models), and (d) examining the impact of translational science findings into practice at the individual, family, system, and population level. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 622 | PATHOGENESIS OF COMPLEX DISEASE****Units: 3 Repeatability: No**

Prerequisites: APNC 520 with a minimum grade of C- and APNC 521 with a minimum grade of C- and APNC 523 with a minimum grade of C- Critical analysis and synthesis of advanced pathophysiology and clinical genetics to examine complex disease states in acutely or chronically ill individuals with an emphasis on multi-system conditions. Provides a foundation for use of evidence-based practice models in clinical management with an emphasis on pharmacogenetics. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 625 | EPIDEMIOLOGY: FOUNDATIONS OF EVIDENCE-BASED PRACTICE****Units: 3 Repeatability: No**

Focuses on the application of epidemiologic principles and biostatistical analysis to resolution of health problems. Emphasizes the use of epidemiologic models to identify factors contributing to health problems and to plan health care delivery programs to address contributing factors. Addresses use of biostatistical techniques to identify relationships among contributing factors and health problems encountered in practice. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 626 | STRATEGIC PLANNING AND QUALITY INITIATIVES****Units: 3 Repeatability: No**

Prerequisites: DNPC 625 with a minimum grade of C

Emphasizes strategic planning and management, systems and organizational theories, and quality improvement tools, processes and methodologies. Acquaints students with the processes, tools and techniques of strategic planning that will enable them to manage their patient population more strategically and to contribute effectively to strategic thinking and action in healthcare organizations. Focuses on leadership and the process of health care delivery from a systems perspective, emphasizing continuous process improvement as crucial to achieving high quality outcomes. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 630 | DNP SCHOLARLY PRACTICE****Units: 1-8 Repeatability: Yes (Can be repeated for Credit)**

Prepares the graduate to 1) design, deliver, and evaluate comprehensive evidenced-based care to individuals and/aggregates incorporating advanced practice nursing competencies; 2) provide leadership in promoting evidenced-based practice in an advanced practice specialty, and 3) function as a practice specialist/consultant in the resolution of clinical problems. Students will be registered by their advisor for 1-6 units each semester in order to complete the minimum number of total units for their specialty track (I.e., Post MSN DNP: 10 total units; BSN/DNP FNP & PMHNP: 11 total units; BSN/DNP FNP/AGNP & FNP/PNP: 8 total units). Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 648 | HEALTH POLICY ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: ENLC 553 with a minimum grade of C- and DNPC 625 with a minimum grade of C-

Examines the process of policy formation within the health care industry from the perspectives of origin, implementation, and analysis. Focuses on the impact of health policy on the consumer and provider. Examines current legislative actions and issues and assumes a leadership role in the policy making process. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 653 | FINANCIAL DECISION MAKING FOR HEALTH CARE SETTINGS****Units: 3 Repeatability: No**

Explores the financial characteristics of health care as a business. Provides a forum to evaluate financial information through the analysis of budgets, financial statements, insurance/reimbursement, cost effectiveness, cost avoidance, and how those elements specifically affect the role of the Doctor of Nursing Practice. Provides a foundation of financial analytical skills to be applied in various health care settings. Note: A minimum 80% examination average must be achieved in order to successfully complete the course. Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

**DNPC 660 | ADVANCED LEADERSHIP AND SYSTEMS MANAGEMENT****Units: 3 Repeatability: No**

This course explores theoretical and applied principles of leadership in complex health care delivery systems. Students will explore health care organizations to determine how leadership, technology, and system complexity affects care delivery. Students will examine how learning health care systems management differs from traditional systems management and the benefits they offer to complex delivery systems.

**DNPC 665 | CONSUMER HEALTH INFORMATICS****Units: 3 Repeatability: No**

This course explores theoretical and applied principles of leadership in complex health care delivery systems. Students will explore health care organizations to determine how leadership, technology, and system complexity affects care delivery. Students will examine how learning health care systems management differs from traditional systems management and the benefits they offer to complex delivery systems.

**DNPC 686 | PERSPECTIVES IN PROGRAM PLANNING AND EVALUATION****Units: 3 Repeatability: No**

Prerequisites: (DNPC 610 with a minimum grade of C- and DNPC 611 with a minimum grade of C-) or (PHDN 673 with a minimum grade of C- and PHDN 670 with a minimum grade of C-) and DNPC 625 with a minimum grade of C-

Prepares students to design, implement, and evaluate health care delivery or educational programs or projects. Focuses on principles of program planning and evaluation and models applicable to comprehensive systematic evaluations of complex health care delivery or educational projects or programs. Students design and implement an evaluation of a specific evidence-based practice project, health care delivery program, or educational program. Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

## Education (EDUC)

**EDUC 500 | RESEARCH DESIGN METHODOLOGY****Units: 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 PARTNERSHIPS****Units: 3 Repeatability: No**

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****Units: 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.

**EDUC 503 | INSTRUCTIONAL LEADERSHIP****Units: 3 Repeatability: No**

This course addresses the development, implementation, and assessment of rigorous and coherent systems of curriculum, instruction, and assessment designed to promote each student's academic success. Targeted focus on effective strategies to develop the professional capacity of teachers and other school personnel through effective hiring, coaching, mentoring, and accountability structures.

**EDUC 504 | INTERNATIONAL AND COMPARATIVE EDUCATION****Units: 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 cross-national studies in education, such as the exploration of the relationship between education, culture and society in a global context. The course emphasizes comparative policy studies in education, including studies on globalization and policy borrowing/lending. Each time the course is offered it will address specific issues (e/g/, comparative and international education in the Spanish speaking world) in international educational development as well as comparative studies that analyze teaching and learning in different national contexts.

**EDUC 505 | DISCOURSE, SCHOOLING AND LEARNING COMMUNITIES****Units: 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 | DATA DRIVEN DECISION MAKING****Units: 3 Repeatability: No**

This course is a rigorous exploration of how school leaders use data, including standardized and school-based assessments, to drive continuous improvement through site-based decision-making for the express purpose of promoting equitable and culturally responsive opportunities for all students.

**EDUC 507 | CREATIVITY AND INNOVATION IN SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATH****Units: 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 AND MATH EDUCATION****Units: 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****Units: 3 Repeatability: No**

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****Units: 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****Units: 1-30**

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 | THE STRUGGLE FOR EDUCATIONAL EQUITY****Units: 3**

Students will analyze the history of the development of the American educational system and acquire theoretical knowledge regarding the social construction of education with a particular focus on issues of diversity, inequity, conflict and social justice within a school context. We will use the U.S. educational system to analyze the struggle to achieve equity and peaceful relations among all groups. As well, we will explore the conflicts and tensions that plague other countries facing similar struggles. The history of the U.S. is a history of conflict and struggle for peace. Racial turmoil and inequity have characterized our political, social, and educational systems. Educators and political leaders from all races have attempted to attain peace among its citizenry and achieve educational access and opportunity for all students, yet racial violence, discrimination, and educational inequity persists. This situation is not unique to the U.S., but rather, is replicated throughout the globe. It begs the question: How do you educate all children equally in multiracial multicultural societies? How do you educate the immigrant, the native, the formerly enslaved and the former slaveholder? We will conduct comparative investigations of educational systems in such places as Mexico, New Zealand and South Africa and expose the theoretical foundations of their educational systems. Focusing on the similarities and/or differences globally, students will critically analyze conventional assumptions about educational access and opportunity and consider ways to reframe problems and improvements that hold the potential for educational change. This course will provide graduate students an opportunity to investigate and reconsider the foundations of education on a global scale. Ball and Cohen (2000) point out that ¿how professionals and researchers understand the enterprise [of education] matters for how they frame problems, for the improvements that seem plausible, and for what they expect from schooling¿. This course will help students to rethink education in a way that challenges individual deficit perspectives of educational outcomes and instead, examines the historical, legal, political, structural, and cultural factors that have shaped the way schools are organized and the disparate academic achievement that results.

**EDUC 513 | HUMAN DEVELOPMENT****Units: 3-30**

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****Units: 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 515 | ETHICAL LEADERSHIP IN AN ERA OF SCHOOL REFORM****Units: 3 Repeatability: No**

Contextualized within the evolving high stakes accountability context of public K-12 education, this course will consider the challenges and opportunities facing educational leaders. The course will examine the history and impact of national, state, and local reform movements, and explore how educational leaders develop, advocate for, and enact a shared mission and vision for excellence and equity within schools and districts. The course will include a focus on ethical and professional norms for school leaders and address legal rights and responsibilities.

**EDUC 516 | CHANGEMAKERS IN K-12 EDUCATION: NATIONAL AND INTERNATIONAL PERSPECTIVES****Units: 3 Repeatability: No****Non-Core Attributes: International**

This course builds on knowledge and skills on Changemaking that candidates have acquired through a variety of courses in the learning and teaching department. This course explores Changemaking in K-12 in the context of host country's educational system. Candidates examine Ashoka's Changemaker framework in light of the development of empathy, problem-solving, leadership and collaboration to achieve inclusion and social change in the classroom. The course uses empathy as the basis for actions that teachers can take to facilitate their students' development as agents of change. Candidates visit a Changemaker school in San Diego and compare later to Changemaker schools in the host country. The schools abroad are public and Charter Changemaker schools, including at least one with a special education focus. Candidates learn how administrators, teachers, and parents serve and integrate immigrant linguistically diverse students and students with disabilities through inclusive practices. Candidates get familiar with student-centered, cooperative approaches and design thinking-based methodological approaches that are used in Changemaker schools. They analyze the systems, culture, mindset and curriculum in this type of schools. They explore theory and methodology -including assessment practices- used to provide children equal access to the curriculum and skills for the 21st century. Candidates are guided by and co-create lessons with foreign teachers that support children in their development as Changemakers.

**EDUC 517 | DIGITIZED LEARNING WITH TECHNOLOGY****Units: 3 Repeatability: No**

This course will address virtual learning by using technology and digitized learning education material that is accessible for all types of learners. Students will learn the foundations and frameworks of educational technology. Students will learn how to use digital content via the Internet and technology tools to transform traditional instruction. Students will also investigate professional development opportunities to keep them current with their profession and the ever changing technology field.

**EDUC 518 | CHANGEMAKING WITH TECHNOLOGY****Units: 3 Repeatability: No**

Changemaking involves taking creative action to solve a social problem. Schools and companies are incorporating emerging technologies (e.g., coding, robotics, 3D printing, Virtual Reality, Design Thinking, and interest/strengths exams such as the RIASEC) to enhance learning opportunities and transform instruction. This course provides students with meaningful learning experiences using technology to promote social change. Students will be challenged to think about how technology impacts our daily lives, the way we learn, and how we utilize it in our day to day lives. Students will also gain understanding of how technology can be leveraged to personalize learning for all types of learners including adults. This course is for students to gain innovative and engaging teaching methods for developing 21st century skills and digitized learning.

**EDUC 519 | INSTRUCTIONAL DESIGN FOR TEACHER LEADERS****Units: 3 Repeatability: No**

Prerequisites: EDUC 517 with a minimum grade of C- and EDUC 518 with a minimum grade of C-

This course addresses the systematic design of learning experiences and environments. Students analyze, apply, and evaluate principles of instructional design to develop education and training materials spanning a wide range of knowledge domains and instructional technologies. Students learn about the use of instructional design (ID) models and predominant learning theories (behaviorist, cognitive, and constructivist) to create effective learning experiences. Learners explore various elements of the instructional design process, including needs assessment, instructional problems, learner characteristics, instructional objectives, content sequencing, instructional strategies, instructional delivery, evaluation instruments, instructional resources, media selection, and formative evaluation.

**EDUC 520 | SOCIAL JUSTICE AND EDUCATIONAL EQUITY****Units: 3****Non-Core Attributes: International**

Analysis of the American educational system with a particular focus on issues of diversity, inequity, conflict and social justice within a school context. Historical case studies, contemporary policies and practices, and international comparisons compel consideration of the social construction of education.

**EDUC 521 | LEARNING AND COGNITION****Units: 3 Repeatability: No**

Prerequisites: EDUC 520 with a minimum grade of C-

Explore key cognitive studies on human cognition and learning. You will critically discuss research and contemporary debates on cognitive processes, learning, memory, reasoning, problem-solving, developmental mechanism, cognitive styles, motivation, and the socio-cultural foundations of learning with an emphasis on the implications for educators and educational researchers.

**EDUC 522 | EDUCATIONAL RESEARCH METHODOLOGY****Units: 3 Repeatability: No**

Prerequisites: EDUC 520 with a minimum grade of C- and EDUC 521 with a minimum grade of C-

Introduction to the major educational research methods and paradigms with an emphasis on reflective, practitioner-directed inquiry. The course encompasses quantitative methods, qualitative methods, mixed methods, and action research frameworks. Particular emphasis is placed on action research as a reflective and collaborate inquiry for improving educational practices.

**EDUC 523 | QUALITATIVE METHODS IN EDUCATIONAL RESEARCH****Units: 3 Repeatability: No**

Prerequisites: EDUC 520 with a minimum grade of C- and EDUC 521 with a minimum grade of C- and EDUC 522 with a minimum grade of C-

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 | UNIVERSAL DESIGN THROUGH TECHNOLOGY****Units: 3 Repeatability: No**

Prerequisites: EDUC 517 with a minimum grade of C- and EDUC 518 with a minimum grade of C- and EDUC 519 with a minimum grade of C-

Universal Design for Learning (UDL) is a teaching approach that helps provide an equal opportunity for all different types of learners. UDL through technology offers flexibility for instruction, accessibility of educational material, and mastery of content using multimedia. Students will learn the “what” of learning, relating to the need to present material in multiple formats. Students will also examine the “how” of learning, by expressing the understanding of content and concepts through assessment options. And finally, students delve into the “why” of learning by studying learning styles and using multi-modalities. Students in this course will use the UDL framework to plan, develop, and evaluate technology based on various learning styles. This is accomplished by using technology and UDL framework to promote inclusion and equity in the classroom.

**EDUC 526 | ADVANCED METHODS OF TEACHING ENGLISH LANGUAGE & ACADEMIC DEV****Units: 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 AND CURRICULUM DESIGN****Units: 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****Units: 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****Units: 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****Units: 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 DEV IN ESL****Units: 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****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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.

**EDUC 533 | DESIGNING LEARNING ENVIRONMENTS FOR ALL****Units: 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****Units: 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.

**EDUC 535 | CURRICULUM DESIGN AND EVALUATION****Units: 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 | CURRICULUM INNOVATIONS****Units: 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 | FOUNDATIONS IN CURRICULUM AND INSTRUCTION THEORY: SECONDARY PRAXIS IN HISTORICAL CONTEXT****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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 537P | FOUNDATIONS IN CURRICULUM AND INSTRUCTION THEORY: SECONDARY PRAXIS IN HISTORICAL CONTEXT****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course provides an overview of key dimensions of curriculum and instruction theory and practice across secondary disciplines. Students will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to the present-day foci on social justice, inclusion, and Universal Design Learning (UDL). Building on this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include UDL, unit and lesson planning, assessment theory, standards-based curriculum and instruction, and teacher reflection. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

**EDUC 538 | IDENTIFYING AND RESPONDING TO THE NEEDS OF DIVERSE LEARNERS****Units: 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 540 | INTRODUCTION TO THE NATURE OF LANGUAGE AND LINGUISTIC****Units: 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****Units: 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 543C | METHODS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES****Units: 6**

Prerequisites: EDUC 540 with a minimum grade of C- and EDUC 541 with a minimum grade of C-

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****Units: 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****Units: 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****Units: 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 PROGRAM****Units: 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****Units: 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 549P | PRACTICUM IN TESOL****Units: 3**

Prerequisites: EDUC 529 with a minimum grade of C- and EDUC 540 with a minimum grade of C- and EDUC 541 with a minimum grade of C- and EDUC 543C with a minimum grade of C-

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****Units: 3**

Prerequisites: EDUC 520 with a minimum grade of C- and EDUC 521 with a minimum grade of C- and EDUC 522 with a minimum grade of C- and EDUC 523 with a minimum grade of C-

The capstone seminar is the final course in the on-line MEd program sequence.

This course supports candidates as they engage in an action research project appropriate to their area of specialization and responsive to the needs of their classroom. The AR project is a requirement to earn a degree in this program.

Prerequisites: EDUC 520, 521, 522, 523.

**EDUC 551P | MCC EXTENDED PRACTICUM****Units: 1-2 Repeatability: Yes (Can be repeated for Credit)**

During extended practicum, members of the Masters Credential Cohort will spend a minimum of two periods/20 hours week observing in a classroom. In one of those periods the candidate will take increasing responsibility and will teach at least one unit independently.

**EDUC 552P | MCC STUDENT TEACHING****Units: 1-6 Repeatability: Yes (Can be repeated for Credit)**

During the student teaching, members of the Masters Credential Cohort will spend a minimum of three periods working in a secondary classroom with the guidance of a cooperating teacher. During two of those periods, the candidate will be expected to begin the semester teaching the class and to gradually take responsibility for planning instruction.

**EDUC 553 | CURRICULUM AND PROGRAMS IN CHARACTER EDUCATION****Units: 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****Units: 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 characterbased discipline plans such as the "Raising Responsibility Plan," "Win-Win Discipline," "Second Chance," and "Discipline With Dignity."



**EDUC 555 | LEADING PROFESSIONAL LEARNING COMMUNITIES****Units: 3 Repeatability: No**

Candidates will better understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the concurrent development of teacher leadership. Candidates will develop the capacity to communicate and lead others in continuous improvement and monitoring of school improvement efforts based on student and school data including developing strategies for designing data collection, organizing data analysis, and developing instructional improvements strategies based on data trends.

**EDUC 556 | INSTRUCTIONAL STRATEGIES IN CHARACTER EDUCATION****Units: 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****Units: 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 151 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****Units: 1**

Prerequisites: EDUC 557

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****Units: 3**

and empirical level. Specifically, the course will examine the process and environments in which technology can promote learning. The following questions will be explored throughout the course. 1. How does learning occur? 2. In what environment can technology promote learning? 3. What is the process by which technology enhances learning? Theoretical frameworks for the course include both sociocultural theory and critical pedagogy. Above all, this class is about making connections between theory, empirical research, and educational practice with regard to the use (benefits and drawbacks) of different technologies.

**EDUC 560 | ORIENTATION****Units: 0**

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****Units: 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****Units: 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****Units: 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****Units: 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****Units: 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****Units: 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 567S | MCC EXTENDED PRACTICUM SEMINAR****Units: 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 568 | CHARACTER AND ATHLETICS****Units: 1-3**

This course examines the interplay between character and athletics. Students will investigate and critique programs that are designed to enhance the character of athletes. Students will examine specific programs in the sports industry that claim that their programs contribute to one's character development. Students will interact with USD athletic department leaders, and discuss/debate current issues that promote or negate character development.

**EDUC 570 | CATECHETICAL CERTIFICATION FOR TEACHERS OF RELIGION IN CATHOLIC SCHOOLS****Units: 0 Repeatability: Yes (Can be repeated for Credit)**

Recognizing the catechetical leadership of those teaching religion in Catholic schools, this program is designed to provide professional development for religious educators to grow in their personal, intellectual, and technical capacities. The certification offers a comprehensive and systematic presentation of the core elements of Catholic faith and practice in a way that relates to their life experiences and offers an opportunity to develop an understanding of their own faith. Through the study of Scripture, and the teaching of the Church's tradition, students learn how they can provide quality, effective catechesis among the diverse people of God.

**EDUC 575P | INCLUSIVE CURRICULA FOR LEARNERS 5-22****Units: 3**

This course is designed to provide candidates with subjectspecific 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 578 | LEARNING AND TECHNOLOGY****Units: 3**

This course will explore the relationship between learning and technology at both a theoretical and empirical level. Specifically, the course will examine the process and environments in which technology can promote learning. The following questions will be explored throughout the course. 1. How does learning occur? 2. In what environment can technology promote learning? 3. What is the process by which technology enhances learning? The theoretical framework for the course includes sociocultural theory. Above all, this class is about making connections between theory, empirical research, and educational practice with regard to the use (benefits and drawbacks) of different technologies.

**EDUC 579 | EXPERIMENTAL TOPICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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 579I | EXPERIMENTAL TOPICS: INTERNATIONAL EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: International**

This course number is used by SOLES for international experience experimental topics courses. The title and content of each 579I course will vary by topic and program/department. If more than one 579I course is offered during a single semester, section numbers will allow for identification of the course.

**EDUC 580 | MASTER'S CAPSTONE SEMINAR****Units: 3**

Prerequisites: EDUC 500 with a minimum grade of C-

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****Units: 3**

**Non-Core Attributes: Community Engagement, Diversity-Pre F17 CORE**  
This course examines philosophical, sociological, and historical foundations of multicultural education. Issues related to the education of diverse learners in a global society will 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****Units: 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****Units: 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.

**EDUC 584C | METHODS OF TEACHING ENGLISH LANGUAGE AND ACADEMIC DEVELOPMENT IN CROSSCULTURAL CONTEXTS****Units: 3**

This course aims to provide candidates with socio-cultural knowledge, pedagogical skills and dispositions to support English Language Learners (ELL's) from diverse cultures and languages. This course examines the theoretical perspectives of second language (L2) acquisition and effective/ineffective 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, 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.

**EDUC 585P | ELEMENTARY CURRICULUM METHODS FOR GLOBAL CLASSROOMS****Units: 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.

**EDUC 586 | TEACHING STUDENTS ON THE AUTISM SPECTRUM****Units: 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****Units: 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****Units: 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 590P | STUDENT TEACHING FOR MULTIPLE SUBJECT CREDENTIAL PRACTICUM****Units: 1-9**

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. Students must register for EDUC 590S–Student Teaching Seminar for Multiple Subject Credential concurrent with this course.

**EDUC 590S | STUDENT TEACHING FOR MULTIPLE SUBJECT CREDENTIAL SEMINAR****Units: 1-3**

Students are required to take this 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 SINGLE SUBJECT CREDENTIAL PRACTICUM****Units: 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/crrstudents/policies.php](http://www.sandiego.edu/academics/soles/crrstudents/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 FOR SINGLE SUBJECT CREDENTIAL SEMINAR****Units: 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****Units: 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 599 | INDEPENDENT STUDY****Units: 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 601 | CRITICAL SOCIAL THEORY AND EDUCATION****Units: 3 Repeatability: No**

This seminar introduces first-year doctoral students to critical theoretical frameworks in educational research and praxis. Critical theories are often distinguished from “traditional” theories by their goal of unmasking ideologies that falsely justify forms of domination. Contemporary criticalists ground their work in scholarship from the Frankfurt School, an intellectual hub in the 1920s and 30s widely credited with extending Marxian thinking from its classical emphasis on materialism and structural inequality to processes of cultural production and the maintenance of oppressive social relations. This tradition has been adopted by and adapted for a range of social movements around the globe, including resistance efforts to domination related to socioeconomic status, race, ethnicity, nationality (nationalisms, displacement, colonization, borders, etc.), gender, sexual orientation, disability, language, and other social identities. This course explores how education scholars take up frameworks from these adaptations to uncover, critique, and dismantle dimensions of oppression in educational contexts.

**EDUC 602 | EDUCATIONAL RESEARCH & METHODS****Units: 3 Repeatability: No**

The goal of this course is to introduce doctoral students to educational research, its philosophical underpinnings, paradigms and major instantiations. Students will engage with the major questions of education research, and the methods that researchers have used to tackle these questions. The course includes an introduction to qualitative and quantitative research methods and to the policies and regulations associated with conducting research with human subjects.

**EDUC 603 | HISTORY OF EDUCATION FOR SOCIAL JUSTICE****Units: 3 Repeatability: No**

This course uses the history of education as a lens to examine our commitments to social justice (i.e. opportunity, access, inclusion, etc.) for marginalized (colonized, minoritized, etc.) communities and individuals. Set against the backdrop of the major historical movements of the 19th, 20th and 21st centuries, the course urges doctoral students to consider the role of education in enacting and withholding the ideals of civil and democratic societies. Students will consider education in its numerous dichotomies- A lever or change/a preserver of the status quo; a tool of liberation/ a tool of oppression; a guarantor of fairness /an underwriter of privilege. Students will exit the course with a deeper understanding of the major movements of organized education both in the US and select international contexts, and tools for analyzing and interrupting the “constancy and change” of educational systems.

**EDUC 604 | EDUCATION AND GLOBALIZATION****Units: 3 Repeatability: No**

This course introduces students to an analysis of the post-colonial impact of globalization on education, with particular reference to international development and the international aid agenda. Key themes such as world culture theory, knowledge economy, and the role of English will be considered from the framework of globalization. In addition, students will examine the geopolitical hegemony of the global North on the global South through policies and practices in education, such as Education For All, inclusive education, and school assessment standards. Globalization as it pertains to education will be considered from a variety of perspectives including enhancement through social and transnational mobility and potential threats to tradition, particularly for marginalized communities, and with specific reference to class, ethnicity/race, and gender.

**EDUC 605 | LANGUAGE AND CULTURE IN EDUCATION****Units: 3 Repeatability: No**

This course will be structured in three phases within the seven course modules- Phase 1: will focus on Language and culture in the US; Phase 2: Language and culture from a global perspective (policy, practice- historical and present) and Phase 3: Application of language and culture in education (as it relates to profession and practice). We will review how these theories (both critical and non critical) have shaped important educational practices and ideas specifically as they relate to the language, heritage, and culture of students. The course will further introduce students to current and emerging concepts, theories, and methods in the field of language, culture and education policy and planning from a social justice, equity and access perspective. Recent developments in the field pivotal in language learning, cultural proficiency and teaching will be researched and studied. This course reflects the breath of disciplinary knowledge from multiple angles across diverse sociocultural and sociopolitical contexts. It seeks to enable students in language, culture, and education to get a sense of the issues being pursued in language, culture, and education and biliteracy planning.

**EDUC 606 | EDUCATIONAL POLITICS & POLICY****Units: 3 Repeatability: No**

This course surveys moments, issues, frameworks, and methods in two interrelated areas of scholarship: politics of education and educational policy. Increasingly, educational leadership programs have moved away from administration models that focus solely on management to those centered on educational politics and policy. This shift reflects changes in how decisions are made about schooling in the contemporary moment. For generations, local schools and educational agencies determined how resources were allocated and what schooling practices were standard. Today, federal and state school funding is often tied to policies that mandate or incentivize particular educational interventions and practices. Many scholars argue that protecting national interest and global marketplace competition drives this trend in many nations around the world. This course is organized into three parts to understand this larger context and the many roles scholars play in developing, critiquing, implementing, and evaluating educational policy. Part I focuses on the evolution of education politics and governance. Part II focuses on the emergence of educational policy as a distinct field and highlights prevalent methods of knowledge production among its early scholars. Part III focuses on how educational policy scholars work for equity and social justice.

**EDUC 607 | QUANTITATIVE RESEARCH METHODS AND DESIGN IN EDUCATION I****Units: 3 Repeatability: No**

This is the first in a two-course series that prepares students to conduct, analyze and write-up research employing quantitative methods and designs. The course uses cases and seminal educational research studies as tools to build and strengthen student capacity and facility with conducting quantitative research studies. Emphasis is placed on developing rich, conceptual understanding of the statistics used in educational and social-science research and thereby enabling students to ask more precise questions and conduct more sophisticated analyses. In this first course, students examine descriptive statistics including measures of central tendency and variability; concepts of validity and reliability; the normal distribution; and statistical inference including estimation, hypothesis testing, and correlation coefficients. This context-driven approach is designed to help students answer the question: How might quantitative research methods and designs be employed to understand and analyze pressing issues of educational access, equity, and inclusion?

**EDUC 608 | QUANTITATIVE RESEARCH METHODS AND DESIGN IN EDUCATION II****Units: 3 Repeatability: No**

Prerequisites: EDUC 607 with a minimum grade of B-

This is the second in a two-course series that prepares students to conduct, analyze and write-up research employing quantitative methods and designs. The course uses cases and seminal educational research studies as tools to build and strengthen student capacity and facility with conducting quantitative research studies. In this second course, students examine the meaning of and learn to test for statistical significance. They construct confidence intervals; and run t-tests, one-way, factorial, and repeated measures ANOVAs; and regressions. The course includes with two modules devoted to survey design and concludes with instruction on writing-up the findings section of a quantitative research study. This context-driven approach is designed to help students answer the question: How might quantitative research methods and designs be employed to understand and analyze pressing issues of educational access, equity, and inclusion?

**EDUC 609 | QUALITATIVE RESEARCH METHODS AND DESIGN IN EDUCATION I****Units: 3 Repeatability: No**

This course is the first of a two-course sequence of Qualitative Research I and II, which introduce students to the various traditions of qualitative research, including ethnography, grounded theory, phenomenology, case study, narrative inquiry, content analysis, auto-ethnography, and program evaluation research, with a particular emphasis on education. Students will learn and apply key qualitative research methods such as participant observations, interviews, and document analysis, as well as basic and advanced, traditional and digital processes for analyzing data generated from these methods, including coding and categorization, analytic memos, and constant comparison, by conducting an education-focused mini-study or a "research apprenticeship" over the course of the two semesters. Students will learn about the ethics of conducting research, and develop and submit an exempt IRB application.



**EDUC 610 | QUALITATIVE RESEARCH METHODS AND DESIGN IN EDUCATION II****Units: 3 Repeatability: No**

Prerequisites: EDUC 609 with a minimum grade of B-

This course is the second of a two-course sequence of Qualitative Research I and II, which introduce students to the various traditions of qualitative research, including ethnography, grounded theory, phenomenology, case study, narrative inquiry, content analysis, auto-ethnography, and program evaluation research. Students will continue to apply key qualitative research methods such as participant observations, interviews, and document analysis, as well as basic and advanced processes for analyzing data generated from these methods, including coding and categorization, analytic memos, using constant comparison methods, in their education-focused mini-study or a “research apprenticeship” that they will have begun in the first course. Students will write an academic level paper presenting the results of their study.

**EDUC 611 | SOCIAL JUSTICE PRAXIS IN EDUCATIONAL ORGANIZATIONS****Units: 3 Repeatability: No**

In praxis courses, students bring their new theoretical and methodological lenses to existing sites of educational practice. Students choose an educational site of importance and interest to them and design an Investigation of Practice. This close examination seeks to make visible the underlying theories, practices, and challenges of the given educational organization with a specific emphasis on issues of educational access, opportunity, and justice. For students working in the field of education, their current professional organization will serve as their praxis site. Support for locating an appropriate praxis site will be provided for students not currently working or those not working in an educational field. Praxis are taken in conjunction with doctoral seminars and support the development of students’ culminating projects.

**EDUC 650 | DOCTORAL SEMINAR I****Units: 3 Repeatability: No**

This is the first course for doctoral candidates who have completed their doctoral course work. The goal of seminar I is to introduce doctoral candidates to the theoretical and practical aspects of designing dissertation research in order to successfully defend the design in a proposal hearing. Doctoral candidates will be introduced to the overview and introduction of the dissertation process, to include the components of dissertation seminars I, II, III, and IV. Doctoral candidates review APA format as well as peer and non-peer review forms of writing. They explore and write their draft and final research question as well as Chapters 1 and 2 of their dissertation. This includes the Introduction and all components of Chapter 1, and learn how to effectively write a Literature Review for Chapter II. Doctoral candidates will also be introduced to various types of research and popular writing pieces. They will write an Opinion Education paper based on their literature review.

**EDUC 651 | DOCTORAL SEMINAR II****Units: 3 Repeatability: No**

Prerequisites: EDUC 650 with a minimum grade of B-

Doctoral Seminars are designed to guide students through the process of conducting doctoral level research. This course builds from Doctoral Seminar I where you developed your Review of Literature. In this Seminar you will solidify your research question, determine a study design and appropriate methods and collect preliminary (pilot) data. Combined with the review of literature from Seminar I, the assignments from this seminar will form your dissertation proposal. This course includes a bi-monthly face-to-face advising session with your course instructor. During these meetings, you will receive feedback on your dissertation project to date as well as advisement as you move toward the culmination of your doctoral program.

**EDUC 652 | DOCTORAL SEMINAR III****Units: 3 Repeatability: No**

Prerequisites: EDUC 650 with a minimum grade of B- and EDUC 651 with a minimum grade of B-

This 14 week course is intended for doctoral students who have completed dissertation Seminar II. The purpose of seminar III is to take students from a point at which they have completed their literature review and IRB proposal and defended a basic research proposal to implementing the research plan. Dissertation seminar III helps students through the development of a solid research strategy and research schedule, collecting and analyzing data and drafting chapter 4: Findings/ Results / Discussion of the dissertation.

**EDUC 653 | DOCTORAL SEMINAR IV****Units: 6 Repeatability: No**

Prerequisites: EDUC 650 with a minimum grade of B- and EDUC 651 with a minimum grade of B- and EDUC 652 with a minimum grade of B-

This is the last course for doctoral candidates who have completed doctoral dissertation seminar III. The goal of seminar IV is to review all of the components of their theoretical and practical aspects of having designed and carried out their dissertation research in order to successfully defend the dissertation at a public hearing or their research journal articles. Doctoral candidates will review and discuss their final analysis of the data and will write their Chapter 5 conclusions and recommendations for future research. All of the components of Chapter 5 will be peer reviewed. Doctoral candidates will participate in a practice dissertation or research article defense simulation and will defend their dissertation once having received approval by the course faculty and dissertation committee Chair.

**EDUC 694 | SPECIAL TOPICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This seminar invites doctoral students to explore special topics in education and raise questions about the ways in which the issue operates in schools. In conceptualizing various aspects of the topic, this exploration will privilege the interest, experience, and agendas of marginalized communities and encourage connections that can promote full access to educational opportunities. Students will consider historical, contemporary, and intersectional political debates about the topic and examine its impact in policy, in the use of technology, in family/ school/community relationships, and in other relevant areas.

**EDUC 699 | INDEPENDENT STUDY****Units: 1-6 Repeatability: Yes (Can be repeated for Credit)**

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.

## Exec Nurse Leadership Core (ENLC)

**ENLC 500 | HEALTH CARE LEADERSHIP, VALUES AND SOCIAL JUSTICE****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

Provides a forum for the exploration and evaluation of the financial environment of the health care industry. The course will emphasize the development of practical financial analysis skills that will provide students with a foundation for immediate application within the health care delivery system.

**ENLC 555 | RESOURCE MANAGEMENT IN HEALTH SYSTEMS****Units: 3 Repeatability: No**

Prerequisites: MSNC 512 with a minimum grade of C- and ENLC 500 with a minimum grade of C- and GSBA 502 with a minimum grade of C-

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 CARE SYSTEM QUALITY OUTCOMES AND PATIENT SAFETY****Units: 3 Repeatability: No**

Focuses on the evaluation of patient safety and quality of care outcomes from a systems perspective. Explores theoretical and methodological foundations for understanding and applying patient safety and quality of care outcomes within the current health care environment. Reviews safety applications in other high-risk industries with application to nursing and the health care industry. Emphasizes identification, implementation, and evaluation of quality indicators for patient safety and other patient outcomes. Evaluates patient safety and quality indicators for their sensitivity and specificity to clinical care. Addresses the role of leadership in error prevention and maintenance of a culture of patient safety.

**ENLC 557 | STRATEGIC PLANNING AND MANAGEMENT OF HEALTH SYSTEMS****Units: 3 Repeatability: No**

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 | LEADERSHIP PRACTICUM IN HEALTH CARE SYSTEMS****Units: 3 Repeatability: No**

Under the guidance of a healthcare manager, administrator, or executive preceptor in health system the student will have an opportunity to observe and participate in various situations associated with the healthcare system administrative process (e.g. human resource management, fiscal management, strategic planning, marketing, information management, and/or political activity). Seminars will provide a forum for discussion of operational and clinical observations as they relate to empirical and evidencebased literature as well as issues and trends in healthcare system administration.

**ENLC 598 | EVIDENCE-BASED PRACTICE PRACTICUM****Units: 3 Repeatability: No**

Provides a self-directed and systematic opportunity to gain greater knowledge and expertise in an area of nursing practice. Involves development of direct or indirect nursing roles in a health care or community service agency. The practicum consists of completion of an evidence-based practice project to address a nursing practice problem; implementation of an innovative approach to the problem through integration of related theory and best evidence; evaluation of project outcomes; and dissemination of findings.

## Grad Business Administration (GSBA)

**GSBA 500 | STRATEGY FOR THE ENTREPRENEURIAL MANAGER****Units: 2 Repeatability: No**

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 strategy concepts and models such as industry environment analysis, internal analysis of resources and competences, business-level strategies, business growth issues and its relationship to organizational performance. The intent is to provide students with a comprehensive perspective of how organizational infrastructure impacts competitiveness. Teaching methods may include case studies, simulations, projects, and field-work. This course is to be taken in the first term of the MBA program.

**GSBA 502 | STATISTICS AND ANALYTICS FOR DECISION MAKING****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-  
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.

**GSBA 503 | PROBLEM FORMULATION AND DECISION ANALYSIS****Units: 2**

Prerequisites: GSBA 502 with a minimum grade of C-  
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.

**GSBA 504 | MARKETING FOR GLOBAL MANAGERS****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C- (Can be taken Concurrently)

This course examines the key elements of marketing and the economic concepts that underlie them. Topics include understanding the competitive structure of industries, product differentiation, branding, pricing, promotion and distribution. Common business processes and business skills practiced are developing and positioning a product, choice of distribution channels, promotional techniques, demand estimation, pricing decisions and developing marketing strategy.

**GSBA 505 | FINANCIAL MANAGEMENT AND ANALYSIS****Units: 3**

Prerequisites: GSBA 502 with a minimum grade of C- and GSBA 510 with a minimum grade of C-

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.

**GSBA 506 | OPERATIONS AND GLOBAL SUPPLY CHAIN MANAGEMENT****Units: 2 Repeatability: No**

Prerequisites: GSBA 503 with a minimum grade of C-

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.

**GSBA 508 | LAW, POLICY AND ETHICS IN GLOBAL BUSINESS****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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

**GSBA 510 | FINANCIAL ACCOUNTING AND STATEMENT ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C- (Can be taken Concurrently)

This course provides an introduction to the financial reporting system that business entities use to convey information to parties external to the firm. The primary emphasis is on understanding the financial statements, what they impart about a business entity, and how to use this information to make decisions. Students learn the accounting principles, conventions and concepts underlying financial reporting with the objective of developing the ability to analyze and interpret financial statements. The course provides an understanding of the financial reporting process from the inputs to the end products, including what motivates a manager to select a particular accounting treatment, how this choice affects the financial statements, what constitutes ethical financial reporting, how to assess the quality of the reported financial information, and how to adjust and use this information for analysis. This course is taken in the first semester of the program.

**GSBA 511 | MANAGERIAL ACCOUNTING****Units: 2 Repeatability: No**

Prerequisites: GSBA 510 with a minimum grade of C-

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.

**GSBA 512 | NEGOTIATIONS****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C- (Can be taken Concurrently)

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.

**GSBA 513 | CORPORATE GOVERNANCE AND VALUES****Units: 2 Repeatability: No**

Prerequisites: GSBA 505 with a minimum grade of C- and GSBA 515 with a minimum grade of C-

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.

**GSBA 515 | LEADING MULTICULTURAL TEAMS AND ORGANIZATIONS****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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

**GSBA 517 | SUSTAINABLE BUSINESS MODEL INNOVATION AND DESIGN****Units: 1-2 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C- and GSBA 505 with a minimum grade of C- and GSBA 506 with a minimum grade of C- (Can be taken Concurrently)

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.

**GSBA 518 | ECONOMICS IN A GLOBAL ENVIRONMENT****Units: 3 Repeatability: No**

Prerequisites: GSBA 502 with a minimum grade of C-

This course examines how the business environment and public policy affect industry and firm strategies for competitiveness. The focus is to enable students to identify, understand and evaluate the domestic and global forces causing economic change. Key concepts and ideas from both microeconomics and macroeconomics are introduced. Global issues are emphasized, such as the role that interest rates and exchange rates play in the movement of goods and capital between countries, national income and balance of payment accounting, trade barriers, regional trade agreements, emerging markets and political risk. It also examines these topics from an economic, social and ethical perspective. Teaching methods include lecture, case studies and class discussion.

**GSBA 520 | ADVANCED CORPORATE FINANCE****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C-

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.

**GSBA 521 | INVESTMENTS****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C-

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.

**GSBA 522 | ADVANCED SEMINAR IN FINANCE AND INVESTMENTS****Units: 2**

Prerequisites: GSBA 505 with a minimum grade of C-

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.

**GSBA 523 | INTERNATIONAL FINANCIAL MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: GSBA 505 with a minimum grade of C- and GSBA 518 with a minimum grade of C-

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.

**GSBA 524 | ENTREPRENEURIAL FINANCE****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C-

This course is based on experiential learning and presents a comprehensive stage-sensitive approach to entrepreneurial finance. The course provides students with the opportunity to perform financial analyses and make financial decisions for a company in a real-world setting throughout a venture's life cycle, including the valuation of intellectual property brought to a venture at founding, production planning based on cash flow constraints, financial forecasting, venture valuation, venture capital funding, and the acquisition of the venture as an exit for investors. Financial modeling is used as a tool to analyze the various financial elements of a venture.

**GSBA 525 | COMMERCIAL REAL ESTATE FINANCE AND INVESTMENT****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C-

Introduces core concepts, principles, analytical methods and tools useful for making finance and investment decisions regarding commercial real estate assets. Uses a multi-disciplinary approach to study the financial, spatial and social economics of commercial real estate. Builds cohesive framework to analyze complex real estate finance and investment decisions emphasizing fundamentals of property markets and financial markets (primary emphasis on "Main Street" deals rather than Wall Street).

**GSBA 526 | REAL ESTATE MARKETS, FINANCING, AND INSTITUTIONS****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C-

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.

**GSBA 527 | FINANCIAL STATEMENT ANALYSIS****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C-

GSBA 510 Financial Accounting provides an introduction to basic financial statements and the financial reporting system that business entities use to report their results to shareholders. GSBA 527 Financial Statement Analysis provides the knowledge and skills required to decipher more complex financial disclosures and become sophisticated, skeptical users of financial information. This course will provide an understanding of how financial reporting choices affect financial disclosures, how to detect manipulation of financial information, how to assess the quality of financial information, and how to adjust this information to deliver more meaningful analysis and valuation results. The emphasis is on using financial information to make decisions, in particular, investing decisions. This course is especially relevant to students considering careers in investment banking, security analysis, public accounting, corporate finance, consulting, or executive management. This course is also beneficial for personal investing.

**GSBA 528 | BUSINESS CYCLES AND FORECASTING****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C- and (GSBA 509 with a minimum grade of C- or GSBA 518 with a minimum grade of C-)

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



**GSBA 530 | HUMAN RESOURCES MANAGEMENT****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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.

**GSBA 531 | BUSINESS LEADERSHIP AND SPIRITUALITY****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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?.

**GSBA 532 | INTERNATIONAL COMPARATIVE MANAGEMENT****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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.

**GSBA 533 | ORGANIZATION CHANGE AND DESIGN****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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.

**GSBA 534 | VALUES, ETHICS AND CORPORATE CULTURE****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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.

**GSBA 535 | INTERPERSONAL AND GROUP DYNAMICS****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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.

**GSBA 536 | CURRENT TOPICS IN MANAGEMENT CONSULTING****Units: 2**

Prerequisites: GSBA 500 with a minimum grade of C-

Current topics in management consulting is a unique course for students interested in a career in management consulting, private equity or industry leadership. The first half of the course is dedicated to learning management consulting techniques that find application in all aspects of working life. This includes consulting approaches from various academic and practitioner perspectives as well as different client management approaches. The second half of the course contains current topics in management consulting, which are led and presented by a professor in association with leading executives and professionals from strategic management consultancies, private equity enterprises, venture capitalists or industry executives.

**GSBA 537 | ENTREPRENEURSHIP****Units: 3**

Prerequisites: GSBA 505 with a minimum grade of C-

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.

**GSBA 538 | TORERO VENTURES LAB****Units: 4 Repeatability: No**

The purpose of the Torero Ventures Lab is to provide real world, hands on learning to enable students to create their own sustainable ventures - doing well by doing good. Focusing on opportunities for creating a positive impact as identified by United Nation's Sustainable Development Goals (SDGs), this course is an experiential learning opportunity. During this course students will work in teams to bring their ideas into reality by working with customers, mentors, investors, partners, and other key stakeholders. Students will learn to confront the ambiguity, uncertainty, and the messiness inherent in the startup process, and navigate these to bring their ideas one step closer to the launch stage. In this course through a combination of lectures, interaction with potential customers and investors, live case studies, and readings, students will be able to create a sustainable business model for their new ventures, understand the concepts of customer discovery and prototyping, identify key practices involved in founding a startup, work in interdisciplinary teams to understand how to build and work in startup teams and learn from failures to develop a workable business model.

**GSBA 539 | POWER AND POLITICS****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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 540 | TAXES IN BUSINESS DECISIONS****Units: 3**

Prerequisites: GSBA 510 with a minimum grade of C-

Case studies and current readings in tax issues relating to common business transactions. Students learn to recognize the tax problems and tax planning opportunities that attach to most business decisions. Topics include: concepts of income, forms of business, capital gains and losses, nontaxable transactions, corporate re-organizations, employee compensation and tax accounting methods.

**GSBA 541 | NEGOTIATIONS FOR ENTREPRENEURIAL VENTURES**  
**Units: 2**

Prerequisites: GSBA 505 with a minimum grade of C-

This course presents foundational negotiating principles and the advanced strategies and skills required to successfully negotiate key agreements in the entrepreneurial venture life-cycle, and the financial elements and implications of those agreements. Through a combination of class discussions and experiential learning negotiations, the course provides students with the opportunity to learn and apply advanced negotiating strategies and skills in negotiating financial agreements throughout the entrepreneurial venture life cycle, as well as other negotiating situations.

**GSBA 550 | MARKETING RESEARCH**  
**Units: 3 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C-

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.

**GSBA 551 | SEMINAR IN CONSUMER BEHAVIOR**  
**Units: 3 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C-

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.

**GSBA 552 | MARKETING ANALYTICS**  
**Units: 3 Repeatability: No**

Prerequisites: GSBA 502 with a minimum grade of C- and GSBA 504 with a minimum grade of C-

This course takes a data-driven approach to understand how firms make various marketing and customer decisions such as measuring promotion effectiveness, pricing strategy, and market segmentation. Students will learn both descriptive and predictive techniques to help make marketing decisions. Students will work with different types of data (e.g., point of sale, survey, and scanner/panel) and learn how to use SPSS to conduct statistical analyses such as advanced regressions (including logistic), cluster and factor analyses, and conjoint analyses to solve business problems. Emphasis will be placed on learning how to apply statistical skills to business problems.

**GSBA 553 | SEMINAR IN GLOBAL MARKETING**  
**Units: 2 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C- or GSBA 516 with a minimum grade of C-

This course focuses on the major issues regarding international branding. Mastering marketing skills of building and managing a company's brand equity in multinational setting is at the center of the seminar. Specifically, topics examine those aspects of the brand policy that can be adapted to global standardized use and those which should remain flexible. Topics may include mega-brands, brand equity, brand development and its protection. The course emphasizes global branding within a socially responsible and ethical framework. Teaching methods may include lecture, case studies, class discussion and debate.

**GSBA 554 | STRATEGIC MARKETING**  
**Units: 3 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C-

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.

**GSBA 555 | BRAND MANAGEMENT**  
**Units: 3 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C-

This course explores the principles for building and maintaining brand equity. Brand management can drive customer loyalty, superior financial results, as well as competitive advantage. The course offers a thorough perspective of brand management as a discipline and as a career.

**GSBA 556 | NEW PRODUCT DEVELOPMENT**  
**Units: 3 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C- or GSBA 516 with a minimum grade of C-

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.

**GSBA 557 | SOCIAL MEDIA MARKETING**  
**Units: 3 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C-

This course explores the Internet and digital domain in the context of business issues that concern marketers. The course extends beyond a narrow definition of e-marketing and expands it to all aspects of digital communications including mobile and social media. Students work through case study analysis and client interaction to apply course concepts. There is a dual focus on both theory and application concerning the digital elements of marketing variables; online consumer behavior; search engine marketing; social media; analytics; and measurement.

**GSBA 558 | HIGH TECHNOLOGY MARKETING**  
**Units: 3 Repeatability: No**

Prerequisites: GSBA 504 with a minimum grade of C-

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.

**GSBA 560 | SUPPLY CHAIN STRATEGY AND DESIGN**  
**Units: 3 Repeatability: No**

Prerequisites: GSBA 506 with a minimum grade of C-

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.

**GSBA 561 | GLOBAL PURCHASING AND SUPPLY MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: GSBA 506 with a minimum grade of C-

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.

**GSBA 562 | STRATEGIC COST MANAGEMENT****Units: 3**

Prerequisites: GSBA 511 with a minimum grade of C- (Can be taken Concurrently)

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.

**GSBA 563 | SUSTAINABLE GLOBAL SUPPLY CHAIN MANAGEMENT****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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.

**GSBA 564 | OPERATIONS AND SUPPLY CHAIN STRATEGY AND TOOLS****Units: 3 Repeatability: No**

Prerequisites: GSBA 506 with a minimum grade of C-

This course is designed to provide students with simple, powerful approaches for improving supply chains and operations, particularly at small to mid-sized companies. The level of analysis ranges from strategic to tactical. Students will learn a framework for formulating and implementing an operations strategy. This simple yet powerful approach has been used frequently to add value to companies as they review their operations and supply chain strategies, as well as to help them develop one for the first time. It is also the starting point for companies as they address major strategic supply chain issues, such as whether or not to offshore or reshore their operations. Students will also learn a number of tools that have been successfully applied to help companies, large and small, improve their operations and supply chains. These include benchmarking, inventory management, production scheduling, production allocation and distribution, risk management, and implementing supply chain improvements.

**GSBA 570 | PROGRAM/PROJECT MANAGEMENT****Units: 3**

Prerequisites: GSBA 502 with a minimum grade of C-

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.

**GSBA 575 | DATABASE FOUNDATIONS AND INTERACTIVE DATABASE VISUALIZATION****Units: 3 Repeatability: No**

Prerequisites: GSBA 502 with a minimum grade of C-

This course provides an introduction to relational database concepts, Structured Query Language (SQL), principles of effective data visualization, and interactive data visualization. The course is structured to introduce new concepts using self-paced online content that is completed outside of the classroom and uses class-time to work hands-on assignments that reinforce previously learned concepts. Analytical Platforms: SQL, Tableau.

**GSBA 576 | BIG DATA & BUSINESS ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: GSBA 502 with a minimum grade of C-

This is a graduate course (MBA level) on predictive analytics and is one component of four courses in the analytics specialization. Topics include, but are not limited to, programming, repository management, preprocessing & cleaning data, documentation & reproducibility, machine learning, and validation. By the end of the course, you will understand how to clean a data set and apply a predictive algorithm using the tidy data. Analytical Platforms: R (Swirl), Git, GitHub.

**GSBA 577 | BUSINESS ANALYTICS & DIGITIZATION****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C- and GSBA 502 with a minimum grade of C-

Business Analytics and Digitization is centered on the increasing digitization of businesses and the application of business analytics. This phenomenon is situationally referred to as smart industries, industry 4.0 or the next industrial revolution. Various technological developments, such as additive manufacturing, internet-of-things or big data and business analytics are jointly redefining the established rules of competition and enabling new business models in an increasingly digitized world. Since the real world of production and the virtual world are increasingly converging, one can observe the emergence and development of cyber-physical systems (CPS) that are governed and controlled by computer-based algorithms. The successful management of CPS will be the key differentiating factor in our digitized future of doing business.

**GSBA 580 | GLOBAL INNOVATION****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

This course introduces and discusses innovation strategies in a global environment. The first half of the course is dedicated to studying and analyzing innovation practices that are related to ideation methods, information decision techniques, prioritization concepts, and international innovation management techniques. This includes innovation approaches from various academic and practitioner perspectives as well as different global approaches of innovation enhancements. The second half of the course is dedicated to innovation management in international environments. Teaching methods may include international case studies, simulations, and/or fieldwork with organizations.

**GSBA 581 | GLOBAL ENTREPRENEURSHIP FOR SOCIAL CHANGE****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

Social Entrepreneurship is an emerging and rapidly changing business field that examines the practice of identifying, starting and growing successful mission-driven for profit and nonprofit ventures, that is, organizations that strive to advance social change through innovative solutions. In this course we analyze ways in which different entities couple business skills with innovation and passion to address a wide range of global issues like inequality, hunger, illiteracy, lack of access to potable water and poverty. This course provides an opportunity to learn about different social ventures by examining a diverse set of organizational models and practices that are making a difference worldwide with a particular focus on a particular country (Argentina, Brazil, etc.).

**GSBA 582 | ADVANCED INTERNATIONAL BUSINESS NEGOTIATIONS****Units: 2**

Prerequisites: GSBA 512 with a minimum grade of C- (Can be taken Concurrently)

More and more occasions require negotiation; conflict is growth industry. Everyone wants to participate in decisions that affect them; fewer and fewer people will accept decisions dictated by someone else. People differ and they use negotiation to handle their differences. Whether in business, government, or the family, people reach most decisions through negotiations. Even though they go to court, they almost always negotiate a settlement before trial. In this course, the student will learn the art and science of negotiation. The science will be learned largely through readings and discussions of the reading. The art will be learned through experience gained in simulated negotiations. These negotiations normally are set in foreign country, exposing the student to some of the nuances of conducting business abroad.

**GSBA 583 | BUSINESS AND SOCIAL INNOVATION****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

This course focuses on the linkages between business and social innovation. Changes in business are driven by a myriad of combined forces including global competition, the search for new market opportunities, consumer changes or stakeholder demands. At the same time businesses all over the world can affect and be affected by social issues such as social inequality, poverty, conflict, and violence. In the current state of affairs in which market opportunities cross paths with demands and expectations for addressing complex social issues, business can play a role sparking entrepreneurship and leadership going beyond the bottom line to include the creation of social and environmental value. A unique business and entrepreneurial imagination is evolving leading to a heretofore-unexplored intersection of business and social innovation.

**GSBA 584 | MICROFINANCE AND WEALTH CREATION****Units: 3 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C-

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?.

**GSBA 585 | BUSINESS ENVIRONMENT OF ASIA AND THE PACIFIC RIM****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C- (Can be taken Concurrently)

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).

**GSBA 586 | EUROPE IN THE GLOBAL ECONOMY****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C- (Can be taken Concurrently)

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.

**GSBA 587 | LATIN AMERICAN BUSINESS ENVIRONMENT****Units: 2 Repeatability: No**

Prerequisites: GSBA 500 with a minimum grade of C- (Can be taken Concurrently)

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.

**GSBA 590 | AGILE STRATEGIES****Units: 3 Repeatability: No**

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. This course is to be taken during the final regular semester of study.

**GSBA 593 | INTERNATIONAL CONSULTING PROJECT****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: GSBA 504 with a minimum grade of C- and GSBA 505 with a minimum grade of C-

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.

**GSBA 594 | SPECIAL TOPICS****Units: 1-4 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: GSBA 500 with a minimum grade of C-

Topics of current interest in Graduate Business Study. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. Prerequisites will vary depending on topic selected.



**GSBA 595 | BUSINESS CONSULTING PROJECT****Units: 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. To be taken during the fall term of the second year of study.

**GSBA 597 | INTERNATIONAL STUDIES****Units: 0.5-10**

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****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Applied learning experience working for a business, government, or nonprofit organization. Students undertake individual project or employer designated internship program. Grading is Pass/Fail.

**GSBA 599 | INDEPENDENT STUDY****Units: 1-4 Repeatability: Yes (Can be repeated for Credit)**

Independent study usually involving empirical research and written reports.

## Health Care Informatics (HCIN)

**HCIN 501 | HCI NEW STUDENT ORIENTATION****Units: 0 Repeatability: Yes (Can be repeated for Credit)**

Master orientation course. Online HCI students only.

**HCIN 540 | INTRODUCTION TO HEALTH CARE INFORMATION MANAGEMENT****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

Provides an overview of the health care delivery system, professional roles, care delivery models, and relevant regulatory environment in the United States. Overviews common chronic and acute disease states that drive the U.S. health care system to provide the student with context for care delivery models. Intended for non-clinician students or individuals who lack significant professional health. Course is NOT required for Nursing Informatics students.

**HCIN 542 | SYSTEMS ANALYSIS AND DESIGN FOR HEALTH CARE INFORMATICS****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- (Can be taken Concurrently) and HCIN 541 with a minimum grade of C- (Can be taken Concurrently)

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****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C-

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****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C- and HCIN 542 with a minimum grade of C- and HCIN 543 with a minimum grade of C- (Can be taken Concurrently) and HCIN 545 with a minimum grade of C- (Can be taken Concurrently)

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 | PRACTICUM FOR HEALTH CARE AND NURSING INFORMATICS****Units: 4 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of B- and HCIN 542 with a minimum grade of B- and HCIN 543 with a minimum grade of B- and HCIN 544 with a minimum grade of B-

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.

**HCIN 546 | CAPSTONE****Units: 1 Repeatability: No**

This is the final course in the online Health Care Informatics program sequence and is given during the final 14-week semester of the degree program. The purpose of this course is to thread program concepts, skills, and knowledge developed throughout the program into a culminating capstone experience.

**HCIN 547 | HEALTH CARE ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: HCIN 541 with a minimum grade of C- and HCIN 542 with a minimum grade of C- and HCIN 543 with a minimum grade of C- and HCIN 552 with a minimum grade of C-

Prepares students to apply various types of clinical data to solve complex clinical questions based on prior knowledge achieved in the Health Care Informatics program. Students apply an evidence-based practice approach to solve various clinical questions using a variety of clinical data sets including population level data. Course focus includes how data can be leveraged to solve specific clinical questions, the development of Clinical Decision support rules, and Precision Medicine applications. Students will develop data analytics skills by utilizing real-world use cases found in the clinical setting.

**HCIN 548 | HEALTH CARE INFORMATICS SEMINAR****Units: 2 Repeatability: Yes (Can be repeated for Credit)**

The HCI seminar course provides the student with the opportunity to work collaboratively with faculty and student colleagues to address concepts and ideas emerging in the field of Health Care Informatics. Each seminar focuses on various aspects of the Clinical Informaticist Health Care Data Analyst and Health Care Informatics Leader role. Throughout the seminar course, students will use various methods to analyze emerging trends in health care and informatics. Seminar students will generate self-reflective and field-relevant capstone projects. Students will fulfill program competencies through individual projects.

**HCIN 549 | BIOSTATISTICS****Units: 3 Repeatability: No**

The HCI seminar course provides the student with the opportunity to work collaboratively with faculty and student colleagues to address concepts and ideas emerging in the field of Health Care Informatics. Each seminar focuses on various aspects of the Clinical Informaticist Health Care Data Analyst and Health Care Informatics Leader role. Throughout the seminar course, students will use various methods to analyze emerging trends in health care and informatics. Seminar students will generate self-reflective and field-relevant capstone projects. Students will fulfill program competencies through individual projects.

**HCIN 550 | HEALTH CARE SIX SIGMA, GREEN BELT****Units: 3 Repeatability: No**

Employs the structured Six Sigma “DMAIC” methodology: Define, Measure, Analyze, Improve, and Control to introduce principles, tools, and techniques to improve processes within a health care organization. Enables students to apply the Six Sigma model to improve such systems as: patient throughput, clinical diagnostics reporting, and care delivery redesign. Defines tools and techniques of Six Sigma in order to successfully develop, launch, and transition a project through each phase terminating with an evaluation phase.

**HCIN 551 | INTRODUCTION TO GEOHEALTH****Units: 3 Repeatability: No**

Enhances the student’s familiarity and builds competence in using geographic information systems (GIS) applied to health surveillance and research. Provides the student interactive experiences to map clinic data and to conduct geographic modeling decisions. Incorporates an active learning environment to provide students an opportunity to develop a practical understanding of GIS software.

**HCIN 552 | CLINICAL DOCUMENTATION: ELECTRONIC MEDICAL RECORD SYSTEMS****Units: 3 Repeatability: No**

Clinical documentation: Electronic systems explore hardware/software development requirements for EMRs and application of EMR data for: quality, risk assessment, billing, and research applications. Includes overview of clinical devices that assist in medication administration such as BCMA(Bar Code Medication Administration). Applies problem-based learning to the development of clinical rules and alert systems for both Clinical Decision Support (CDS) and CPOE (computerized Physician Order entry) systems. Course emphasizes regulatory requirements for electronic medical records to include: HIPPA, Meaningful Use Requirements, security applications, and federal breach reporting.

**HCIN 553 | CLINICAL DOCUMENTATION SYSTEMS: SPECIALIST ROLE****Units: 3 Repeatability: No**

Provide a basic understanding of the electronic medical record and how digital billing systems are evolving to meet the clinical documentation needs of health care organizations. Fosters skills in applying diagnostic coding standards to meet quality, regulatory and billing requirements, including: code book formats; coding techniques; formats of the ICD, DRG, and CPT manuals; health insurance; billing, reimbursement, and collections. Course examines federal regulations covering billing and patient privacy (HIPPA).

**HCIN 554 | TELEHEALTH & EMERGING TECH****Units: 3 Repeatability: No**

Provides an introduction to the emerging discipline of telehealth. Provides a historical perspective of remote monitoring of patients using various types of telehealth, including video conferencing, telephonic, and home based sensors. Includes an overview of relevant hardware and software requirements for a telehealth program. Includes federal and state regulations covering telehealth practice and reimbursement models by Medicare, Medicaid and other insurers. Includes consumer grade health monitoring devices and emerging health care technology.

**HCIN 555 | HEALTH CARE SIX SIGMA, BLACK BELT****Units: 3 Repeatability: No**

Prerequisites: HCIN 550 with a minimum grade of C

This is the second course in the Health Care Six Sigma Course Series. Builds upon skills and knowledge acquired during the Six Sigma Green Belt course. Develops team leadership knowledge and applied skills using the quality and performance improvement methodology, “DMAIC” model (Define, Measure, Analyze, Improve, and Control) applied to an actual health care project.

**HCIN 556 | HEALTH CARE LEADERSHIP, VALUES AND SOCIAL JUSTICE****Units: 3 Repeatability: No**

This course develops knowledge and hones skills concerning the management of people in healthcare organizations. It examines issues critical to being an effective leader with an emphasis on practical application. These issues include: leadership, motivation, effective team functioning, power and influence, corporate ethics, principles of social and health care justice, building and enabling high quality relationships and organizational structure. Students will improve abilities to diagnose, analyze, and take effective action as leaders in the healthcare arena.

**HCIN 557 | FINANCIAL MANAGEMENT IN HEALTH CARE SYSTEMS****Units: 3 Repeatability: No**

Provides a forum for the exploration and evaluation of the financial environment of the health care industry and how it specifically affects the role of the health care leader. Emphasizes the development of financial analysis skills that provides a foundation for application within the health care delivery system.

**HCIN 558 | STRATEGIC PLANNING AND MANAGEMENT OF HEALTH SYSTEMS****Units: 3 Repeatability: No**

This course emphasizes strategic planning and management as requisite to growth and survival of health systems. It also acquaints students with the language, processes, tools and techniques of strategic planning and change management that will enable them to contribute effectively to strategic thinking and action in health systems.

**HCIN 559 | MANAGEMENT OF HEALTH CARE SYSTEM QUALITY OUTCOMES AND PATIENT SAFETY****Units: 3 Repeatability: No**

Focuses on the evaluation of patient safety and quality of care outcomes from a systems perspective. Explores theoretical and methodological foundations for understanding and applying patient safety and quality of care outcomes within the current health care environment. Reviews safety applications in other high-risk industries with application to nursing and the healthcare industry. Emphasizes identification, implementation, and evaluation of quality indicators for patient safety and other patient outcomes. Evaluates patient safety and quality indicators for their sensitivity and specificity to clinical care. Addresses the role of leadership in error prevention and maintenance of a culture of patient safety.

**HCIN 560 | INTRODUCTION TO HEALTHCARE SIMULATION****Units: 3 Repeatability: No**

Provides an overview of the fundamentals and exploration of health care simulation concepts. Innovative teaching strategies and technology are presented including opportunities to gain “hands-on” experience using multiple simulation methods such as task trainers, hi and lo-fidelity mannequins, and standardized patients within active learning scenarios. Emphasizes basic understanding of entire continuum of planning, executing, and debriefing a successful simulation incorporating creation of cases, resource planning, event management, development of competency checklists, and facilitation of reflective learning.

**HCIN 600 | POPULATION HEALTH ANALYTICS****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 542 with a minimum grade of C- (Can be taken Concurrently) and HCIN 543 with a minimum grade of C- (Can be taken Concurrently) and HCIN 549 with a minimum grade of C- and HCIN 552 with a minimum grade of C-

This course explores methods for measuring and analyzing the burden of disease in populations. Students will apply various data sets including disease registries, electronic health records, claims data, and socio-economic data; to measure, trend, and analyze, the impact of disease on various populations.

**HCIN 605 | DATA STRUCTURES AND TERMINOLOGIES****Units: 2 Repeatability: No**

This course provides the Health Care Analytics, Data Science, Doctoral Nursing and Informatics student a review of health care standards, terminologies, and quality outcome measure data. Students will examine how these are applied to document, measure, evaluate, and reimburse health care in the United States. This includes standards and terminologies common to Electronic Health records to include the following: The International Classification of Diseases (ICD), Current Procedural Terminology (CPT) code sets, Health Level Seven (HL7) Reference Information Model, Systematized Nomenclature of Medicine (SNOMED), Logical Observation Identifiers, Names, and Codes (LOINC), and RadLex, Standards, terminologies, and outcome measures unique to medicine, Nursing, Allied Health Professionals and Health Care delivery organizations (such as hospitals, clinics, and medical provider practices) is included.

**HCIN 610 | ADVANCED LEADERSHIP AND HEALTH SYSTEMS MANAGEMENT****Units: 3 Repeatability: No**

This course explores theoretical and applied principles of leadership in complex health care delivery systems. Students will explore health care organizations to determine how leadership, technology, and system complexity affects care delivery. Students will examine how learning health care systems management differs from traditional systems management and the benefits they offer to complex delivery systems.

**HCIN 611 | HEALTH CARE ECONOMICS****Units: 3 Repeatability: No**

This course analyzes the Health Care industry and public health systems in the United States. Students will evaluate the impact of both private and public sectors of the health care industry and the impact of competing goals of: broad access, high quality, and affordability. This course will also examine the way consumers and providers affect the availability and quality of health care. Additional course topics include: supply and demand modeling; cost-benefit analysis; reimbursement models including pay for performance; global drivers on the US healthcare industry and implications of policy, regulatory and political philosophy regarding care.

**HCIN 615 | ADVANCED HEALTH CARE ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 542 with a minimum grade of C- (Can be taken Concurrently) and HCIN 543 with a minimum grade of C- (Can be taken Concurrently) and HCIN 547 with a minimum grade of C- and HCIN 549 with a minimum grade of C- and HCIN 552 with a minimum grade of C- and HCIN 600 with a minimum grade of C- This course will explore methods and tools to address a variety of health care issues by leveraging data to design, solve, and test a data-driven hypothesis. This course will explore the application of quantitative and qualitative data to evaluate programs and research studies. Students will also examine data stewardship and data governance roles in organizations that employ enterprise data warehouses (EDW). Data security and privacy are examined from the health care data analyst role. Additional course topics include emerging trends in health care, data science, and bioinformatics.

**HCIN 620 | MACHINE LEARNING APPLICATIONS FOR HEALTH CARE****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C- and HCIN 542 with a minimum grade of C- (Can be taken Concurrently) and HCIN 543 with a minimum grade of C- (Can be taken Concurrently) and HCIN 547 with a minimum grade of C- and HCIN 549 with a minimum grade of C- and HCIN 615 with a minimum grade of C- This course will explore the application of machine learning (ML) to the health care setting. ML is a field of computer science that trains computers to recognize patterns in complex data sets and formulate predictions based upon designed algorithms. ML can be used to predict hospital readmission, identify patients who may develop hospital acquired infections, and support diagnostic reasoning for clinicians. The course will explore various ML methods to design algorithms for solving common clinical problems. In addition, students will gain a basic understanding of how ML methods can learn from data to find underlying patterns useful for prediction, classification, clustering, and exploratory data analysis.

**HCIN 625 | DIGITAL HEALTH CARE MARKETING****Units: 3 Repeatability: No**

Prerequisites: HCIN 540 with a minimum grade of C- and HCIN 541 with a minimum grade of C-

This course will explore marketing principles and methods utilized in the health care industry from the perspective of a health care leader. Students will learn how to assess market needs for health care organizations and service lines. Course will include case studies to understand ethical, regulatory, and liability issues in health care marketing. Additional course topics include web-based advertising, management of marketing staff, and website design.

**HCIN 630 | HEALTH CARE LAW AND RISK MANAGEMENT****Units: 3 Repeatability: No**

This course explores laws encountered by health care managers and strategies to reduce liability to health care organizations. Case studies will assist the Student to examine legal and ethical issues encountered when managing health care delivery systems. This course will examine laws and regulations that govern the relationships between health care providers and entities, the management of employees and medical staff who deliver patient care, labor relations, the management of information, patient rights and responsibilities, and tort law. Students will research an area of health care liability and develop a plan to mitigate risk in the health care setting.

**HCIN 540 | INTRODUCTION TO HEALTH CARE INFORMATION MANAGEMENT****Units: 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.

## History (HIST)

**HIST 500 | CORE SEMINAR IN HISTORY****Units: 3**

Required for all MA candidates in history. The class will examine different historical methodologies and introduce students to the rigors of graduate school.

**HIST 501 | TEACHING SEMINAR****Units: 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****Units: 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****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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: MEDIEVAL EUROPE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

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: REN & EARLY MOD EUROPE****Units: 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****Units: 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****Units: 3**

This seminar focuses on various topics in the history of the Modern Middle East. Topics may include the growth and decline of the Ottoman Empire; Arab and Jewish nationalisms; the paths to independence; or the Iranian revolution. Students may repeat the seminar for credit when the topic changes.

**HIST 560 | TOPICS IN LATIN AMERICAN HISTORY****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

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 | HISTORY & MEMORY IN CONTEMPORARY AUSTRALIA****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

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****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

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****Units: 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 AMERICAN HISTORY****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

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****Units: 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****Units: 1-6 Repeatability: Yes (Repeatable if topic differs)**

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****Units: 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****Units: 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****Units: 0.5-6 Repeatability: Yes (Can be repeated for Credit)**

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****Units: 3**

See Department Advisors responsible for assignments of internships.

**HIST 599 | INDEPENDENT STUDY****Units: 1-3**

Consult program director for guidelines.

## Leadership Studies (LEAD)

**LEAD 500 | RESEARCH, DESIGN AND EVALUATION OF NONPROFIT PROGRAMS****Units: 4 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C-

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.

**LEAD 501 | NONPROFIT SECTOR: THEORY & PRACTICE****Units: 3 Repeatability: No**

This is a survey course that is intended to prepare students for management roles in the nonprofit sector by helping them gain an understanding of America’s “nonprofit nation” and its place relative to nonprofit sectors throughout the world. As such it will explore the development, history and nature of the sector, major issues it is facing, governance structures of nonprofit organizations, basic management and operating strategies. Topics will include: socio-economic and historical perspectives, the legal structure of nonprofits, board responsibilities, regulatory reform and accountability measures, the structure and nature of philanthropy, human resource management, and advocacy. The course is designed as an interactive learning experience that incorporates significant case study and group problem-solving exercises. This course is focused on the integration of theory with practice. All students must affiliate themselves with a nonprofit organization they can refer to and work with.

**LEAD 503 | NONPROFIT FINANCE****Units: 3 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C-

This course will prepare students to oversee the financial management of nonprofit organizations by focusing on five areas: financial policies and internal controls; financial statement presentation and analysis; revenues, expenses, liabilities, and cash management; budgeting; audit and tax reporting.

**LEAD 504 | HUMAN RELATIONS FOR LEADERS****Units: 1 Repeatability: No**

This weekend course utilizes an active learning model that encourages participants to: (1) to study and analyze the dynamic forces that influence the life of groups and organizations; (2) to consider aspects of our personal and organizational lives that are not normally within our awareness; and (3) to examine how these beneath-the-surface assumptions, frameworks, defense mechanisms, and habits (especially those related to authority) have an active influence on much of what we do. The course also incorporates elements of more traditional pedagogical approaches including lectures, seminars, readings and an analytical paper.

**LEAD 505 | DEVELOPING HUMAN CAPITAL****Units: 3 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C- (Can be taken Concurrently)

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****Units: 3 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C-

This course is intended to examine the fundamental role of marketing and fundraising programs within nonprofit organizations. Students will learn to craft messages and communications materials for key constituencies and stakeholders, identify and develop a well-balanced base of support from individual donors and institutional funders (foundations, corporations, government agencies), and gain knowledge of common fundraising cycles and philanthropy programs. Students will learn about developing a brand and marketing strategy and implementing tactics including public relations, social media and advertising. The course will also cover the cultivation and solicitation of individuals, the role of boards in fundraising, grant writing, and special events. Throughout the course, there will be discussions on ethical issues, technical tools and skills and the management of fundraising and marketing departments within an organization. The goal of this course is to ensure that each student gains a broad and sophisticated understanding of resource development/fundraising and marketing/communications.

**LEAD 507 | COMMUNITY PARTNERSHIPS & CIVIC ENGAGEMENT****Units: 3 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C-

The study of social change is important for non-profit administrators to understand the historic and regional environment in which they operate. Students will be exposed to a variety of change models and their inherent assumptions including but not limited to: revolution, labor, civic rights, and environmental movements of social change. Special emphasis will be placed on the categorical silos, which exist within San Diego. Participants will develop a model of social change, which will guide their analysis and practice. Participants will conduct a community analysis on strategic organizations with examination on the organizational agenda of nonprofit organizations, civic associations, regional initiatives, and focus of this course will center on creating change within a practice arena.

**LEAD 508 | GRANT MAKING FOR THE GREATER GOOD****Units: 2 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C-

This course will have two goals. The first is for students to assume the role of Program Officers, two teams of four, as they learn how foundations function as grantmakers in light of both best practice and emerging trends such as accountability, transparency and generational wealth transfer. The second goal is for students to implement in "real time" a Request for Proposal (RFP) to be sent to selected regional nonprofits and make evidence based recommendations for approval of grant funds, when available.

**LEAD 509 | LEGAL ISSUES, HUMAN RESOURCES AND RISK MANAGEMENT****Units: 2**

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 DEVELOPMENT****Units: 2 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C-

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.

**LEAD 511 | STRATEGIC PLANNING AND POSITIONING****Units: 2 Repeatability: No**

Prerequisites: LEAD 501 with a minimum grade of C-

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 | POLICY ADVOCACY LEADERSHIP****Units: 3 Repeatability: No**

In every part of the world, the policies of governments, corporations and other powerful institutions significantly impact the formation and operations of nonprofits and other social sector organizations -- incorporation and registration laws, tax policies and budget allocations to name a few. These in turn impact the benefits those organizations are able to provide to the public and marginalized communities they serve. Leaders who seek to make social change must work with a broad constituency of actors to generate evidence-based proposals for change and choose strategies -- ranging from collaborative to confrontational -- to influence the decisions of relevant policy makers. Using a variety of frameworks, students in this course will learn to analyze the nature of power and policy making in different political (local, state, national and international), institutional and cultural contexts. Key elements of the course include: contextual analysis, policy research and analysis, mapping political systems and actors, and advocacy strategy (with sessions on constituent education, organization and mobilization, networking and coalition building, and advocacy communications).

**LEAD 513 | ADVOCACY SKILLS AND STRATEGIES****Units: 2**

Successful advocates utilize a toolbox of strategies to advance their cause. These strategies include: understanding the lobbying regulations, knowing the how the legislature and congress work officially and behind the scenes, understanding regulatory reform, undertaking research which provides facts and figures to bolster a given argument, knowing how to build partners across sectors who will support the cause, understanding how to use the media and build public support. This class will provide students with a framework for conceptualizing and carrying out advocacy campaigns. Each student will be asked to apply what is learned in class to the development of a comprehensive advocacy campaign. Students may work individually but are encouraged to work in small groups on a specific public policy or state legislative campaign.

**LEAD 514 | PRESENTATION SKILLS****Units: 2-3 Repeatability: No**

Strong communication skills are essential to the practice of leadership. This course provides students with the knowledge and tools needed to use communication (specifically public speaking) as a planned and purposeful strategy for engaging audiences and individuals. The foundation of the course borrows from both timely and timeless communication strategies that are key to engaging audiences of any kind. This course will change you! Topics: mastering the 5-point presentation model; research and analysis of audiences; development of presentations focused on benefits to the audience; the extemporaneous speech; the development and use of visual aids, electronic tools and media; the speaker's image; use of humor and the appropriate use of persuasive tools, personal stories, and analogies; handling of the question and answer period; the call to action; and the practice of presentation skills that lead to masterful delivery.

**LEAD 515 | SOCIAL ENTREPRENEURSHIP-INNOVATIONS IN CREATING SOCIAL VALUE****Units: 2-3 Repeatability: No**

This two credit (see Appendix F for 3 credit option) 10-week course will study the phenomenon known as social entrepreneurship, in both theory and practice. Social entrepreneurship is the study of business strategies, tools and approaches that address intractable social problems. Said efforts may take place within a nonprofit or for-profit setting (the latter in several different corporate structures/legal forms). Students will learn about the history and evolution of social entrepreneurship. The course will pay particular attention to the most successful social entrepreneurial ventures across the globe. Students will critically analyze and evaluate a variety of innovative approaches that are being employed to address difficult social problems. Students will consider the advantages and disadvantages of the many forms of social entrepreneurship, and the legal structures that differentiate them. Working in teams, students will create their own social venture, including a viable business.

**LEAD 517 | CAPITAL AND ENDOWMENT CAMPAIGN PLANNING****Units: 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 518 | NONPROFITS AND CIVIL SOCIETY IN GUATEMALA****Units: 2**

This course is designed to provide theoretical and practical knowledge about the nature of the nonprofit sector in Guatemala, a post-conflict society and a developing country. In particular, we will explore the dynamic role of human service agencies - both INGOs (internationally operated nonprofits) and Guatemala-based nonprofits in peace-building. Students will be introduced to the challenges these nonprofits face serving multi-cultural populations within a country still troubled by serious violence.

**LEAD 518I | NONPROFITS AND CIVIL SOCIETY IN GUATEMALA****Units: 2 Repeatability: No****Non-Core Attributes: International**

This course is designed to provide theoretical and practical knowledge about the nature of the nonprofit sector in Guatemala, a post-conflict society and a developing country. In particular, we will explore the dynamic role of human service agencies - both INGOs (internationally operated nonprofits) and Guatemala-based nonprofits in peace-building. Students will be introduced to the challenges these nonprofits face serving multi-cultural populations within a country still troubled by serious violence.

**LEAD 519I | UNDERSTANDING BI-NATIONAL NONPROFITS IN THE US-MEXICAN BORDER****Units: 2 Repeatability: No****Non-Core Attributes: International**

A growing number of community based organizations from academia, business and corporate partners, government agencies, nonprofit organizations, and philanthropy are being called upon to address growing and emerging trans-border issues in the areas of education, community development, health and human services and the environment. This course contributes to students' understanding of how community-based organizations operate in an international setting as well as along and across borders. The proximity to the Mexico border provides a unique opportunity to expose and prepare students for how to work more effectively in an increasingly cross-border environment, as well as increase their cross-cultural competency. As a part of the learning experience, students will study the history of the U.S.-Mexico relationship; develop strong cross-cultural competency for dealing with and understanding International business relationships; learn about the growing importance of remittances in community development; study successful global resource development strategies between the U.S. and Mexico. Students will also complete two day-long tours visiting local agencies and organizations serving the binational community. Additionally, students will work with a pre-approved bi-national organization to complete an applied project designed to enhance the organization's ability to achieve its mission. All students must have a valid passport prior to enrolling in this course and be willing to travel to Mexico.

**LEAD 520 | VOLUNTEER ENGAGEMENT****Units: 1 Repeatability: No**

This course is designed to enhance students' understanding and practice of effective volunteer engagement in community-based organizations, particularly nonprofits. It uses an organizational development approach that connects research with practice and provides students with tools and strategies to better engage volunteers in their work.

**LEAD 522 | THEORIES OF ORGANIZATIONAL LEADERSHIP AND CINEMATIC ANALYSIS****Units: 3**

This course serves as an opportunity to explore leadership theories as reflected in films including movies, documentaries, and biographies. Film provides the mechanism for an in-depth exploration of various approaches to leadership including key terms and distinctions commonly used in the leadership literature. The course is more a leadership theory course framed by film than a film course that focuses on the subject of leadership. With Gary Yukl's popular leadership textbook as a guide students will develop a working understanding of the trait, behavior, power-influence, situational and integrative approaches to leadership.

**LEAD 525 | LEADERSHIP IN THE ARTS AND CULTURE SECTOR****Units: 3 Repeatability: No**

Arts and cultural organizations, including museums, theatres, dance companies, music ensembles, and opera companies, face issues that are unique among nonprofits. Cultural leaders need to be knowledgeable in addressing the challenges related to audience, private-sector competition, engagement, advocacy and more. Arts and culture organizations are increasingly attuned to the changing expectations of audiences and the need to address diversity, inclusion and equity. A range of leading professional organizations are speaking up about the need for arts and cultural organizations to broaden access and to be actively engaged in civic dialogue and social change, including the American Alliance of Museums, California Association of Museums, Theatre Communications Group, and the League of American Orchestras. Arts and cultural activities are an integral part of our social and civil life and participation results in individuals who are engaged in civic activities and demonstrate higher social tolerance. Art museums are overwhelmingly staffed with employees who identify as White Non Hispanic, even in minority majority states, and cultural audiences often mirror this same demographic. Diversity, equity, and inclusion begin with institutions' staff and board. For example, while California is diverse, its arts and cultural institutions are struggling to keep pace with the changing demographics of the communities they serve. Current leadership needs support and education to address the changing climate, and the arts and culture employment pipeline needs to be opened up so that future leadership reflects the diversity of California. This course will provide opportunities for students to consider these challenges as well as formulate strategies and solutions for their leadership practice.

**LEAD 526 | LEADING VISITOR-FACING NONPROFITS****Units: 3 Repeatability: No**

This three credit course will address leadership issues specific to the visitor and patron experience. In 2016, over five million people attended arts and culture events and institutions in San Diego, twice the attendance at the Padres and the Chargers combined. These numbers make the visitor experience an essential area of knowledge for leaders. Often, arts and culture leaders are experts in specific subject matters, but not typically in visitor experiences. As communities diversify, arts and cultural leaders must lead organizations that are accessible and welcoming to all, from paying members to cultural tourists to underserved populations in the region. As a summative assessment, students will produce a rigorous policy memo for a client nonprofit organization, analyzing the visitor experience and making recommendations based on class readings and discussions.

**LEAD 527 | ARTS AND CULTURAL LEADERSHIP INSTITUTIONAL TOUR****Units: 3 Repeatability: No**

Prerequisites: LEAD 525 with a minimum grade of C- or LEAD 526 with a minimum grade of C-

This three-unit course builds on the prior two courses through a travel experience and will delve more deeply into the challenges and opportunities for 21st century organizations in the areas of equity, inclusion and diversity and technology integration. Students and faculty will travel across to select sites in California to visit large and small cultural organizations, such as The Getty Museum, California African American Museum, LA Philharmonic, Asian Art Museum, El Teatro Campesino, and the Exploratorium. Students will meet with arts and cultural leaders to discuss the realities of leadership. Students will also have the opportunity to discuss government's role in the arts and culture sector at the local, state and federal levels. During this course, students will be expected to apply their learning from the prior coursework, thoughtfully analyze the institutions, engage in robust discussion with classmates, and reflect on their own practice of leadership. It is expected that this course will result in the students producing a portfolio-eligible applied project, action research project, or an original research paper that would identify, analyze and address a relevant issue in the arts and culture field.

**LEAD 533 | FOUNDATIONS OF LEADERSHIP COACHING****Units: 3 Repeatability: No**

The primary goal of this course is to offer an introduction to the theory and practice of leadership coaching. Special emphasis will be placed on the core competencies necessary for effective coaching and ethical practice. In particular, students will be guided through a coaching process that is holistic in nature, focused on developing the individual as an instrument of the coaching engagement. The model spans human development theory, organizational change processes, positive psychology application, and leadership development from an action logics (stage theory) perspective. The course also offers experiential learning opportunities for students to make initial discoveries about their emergent coaching style through "real time" peer-to-peer and client-based coaching practice.

**LEAD 535I | MODELS OF PARTICIPATORY LEADERSHIP****Units: 3****Non-Core Attributes: International**

This intensive summer course is an opportunity for participants to be exposed first-hand to a unique organizational model of participatory leadership, management, employee ownership and decision making by attending lectures and visiting sites at the Mondragón Corporación Cooperativa (Mondragón) in Mondragón, Spain. Students will become acquainted with Mondragón's unique leadership, management, educational, training, financial and human resources systems, as well as its globalization initiatives. Participants will also learn the core values that support Mondragón, which are based on a balance between organizational and personal needs, solidarity with each other and the community, and economic and social justice. Finally, participants will become acquainted with the institutionalized policies, processes and practices that support Mondragón's economic and social success.



**LEAD 540 | INTRODUCTION TO RESTORATIVE JUSTICE: A GLOBAL SOCIAL MOVEMENT****Units: 3 Repeatability: No**

This course introduces the philosophy and practices of restorative justice. Restorative Justice is a philosophical approach that embraces the reparation of harm and healing of trauma. A central practice of restorative justice is a collaborative decision-making process that includes harmed parties, people who have caused harm, and others who are seeking active accountability by:

- Accepting and acknowledging responsibility for causing harm;
- Repairing the harm caused to harmed parties and the community;
- Rebuilding trust by showing understanding of the harm, addressing personal issues, and building positive social connections;
- Addressing root causes, systemic inequalities, and social injustices that creates the conditions in which harm occurs.

Restorative justice is a global social movement with applications ranging from the way a teacher responds to minor misbehavior in school classroom to prosecutors support of a crime victim's desire to confront the offender to a society's healing approach in the aftermath of war or genocide. Restorative approaches draw upon a variety of justice traditions that, in many ways, challenges the Western legal tradition of adversarial adjudication and punishment. Students will be introduced to the ethical framework that guides restorative approaches and a variety of applications. One leading assumption of this course is that a student interested in applying restorative justice in one particular setting, such as a school, will be most successful when they understand the full range of perspectives and practices.

**LEAD 541 | RESTORATIVE JUSTICE FACILITATION SKILL-BUILDING INTENSIVE****Units: 3 Repeatability: No**

Prerequisites: LEAD 540 with a minimum grade of C-

This course is an intensive skill-building workshop in restorative practices. The focus is developing facilitation skills necessary for hosting restorative dialogues. We will develop skills for both "restorative circles" and "restorative conferences," two distinct and commonly used restorative practices. Each requires three distinct skill-sets: pre-dialogue preparation and assessment skills; dialogue facilitation; and post-dialogue mentoring and support skills. The course is highly experiential with intensive role play and debriefing. The skills-based course will focus on three tiers of restorative practice: Tier I: Restorative circles for community building and improving campus climate We will focus on restorative circle practices to improve campus culture and build relationships and how to use circles in response to charged community incidents in order to provide inclusive dialogue, healing, accountability, and action plans. Tier II: Restorative conferences for incidents of harm This section focuses on restorative approaches to conduct violations from "bread-and-butter" noise or alcohol violations to academic dishonesty to serious incidents that may also include criminal charges. Tier III: Restorative circles for effective reintegration after separation This section introduces restorative circle practices to successfully reintegrate community members after periods of separation. Reintegration circles provide reassurance to the community by emphasizing both social support and accountability. The primary focus will be on reentry, such as student return after suspension or incarceration, but other applications will be addressed such as return from medical leave.

**LEAD 542P | RESTORATIVE JUSTICE PRACTICUM****Units: 3 Repeatability: No**

Prerequisites: LEAD 540 with a minimum grade of C- and LEAD 541 with a minimum grade of C-

This course is an opportunity to put theory and skills into practice. The focus is on implementing restorative practices through the development and delivery of restorative program or series of facilitated dialogues. Students will propose a program, deliver it, and write a final report summarizing their success. Experience with restorative facilitation is a core element of certification in restorative leadership (we can't preach what we haven't practiced).

**LEAD 544 | BUILDING PROFESSIONAL PRACTICE IN COACHING****Units: 2 Repeatability: No**

Prerequisites: LEAD 533 with a minimum grade of C- and LEAD 566 with a minimum grade of C- (Can be taken Concurrently)

This course is designed to provide coaching students with the necessary tools to build their professional practice. Particular emphasis is placed on the technical, legal, and financial considerations that are essential to provide effective delivery of coaching services to individual clients and organizations. The aim of the course is for each student to be equipped with a sufficiently robust business approach to be able to launch their practice upon completion of all program and credentialing requirements. As part of the Leadership Coaching Certificate, this course includes ongoing coaching of clients, supervision, peer-to-peer competencies and coaching ethics. While this course can be taken as a freestanding offering, it is required that students taking the Leadership Coaching certificate first take LEAD 533 and be enrolled in LEAD 566 OR provide evidence of relevant other professional experience. In the latter instance, permission of the instructor is required.

**LEAD 545 | SURVEY OF LEADERSHIP THEORIES****Units: 3 Repeatability: No**

This course presents a survey of the many theories that address leadership from an interdisciplinary perspective. Throughout this course, students will examine leadership applying various theoretical lenses and frameworks. By looking at various perspectives of leadership, students will develop a more rigorous and accurate understanding of this phenomenon and learn to use the many theories, models, and frameworks to address leadership challenges at an individual, organizational, and global level. Finally, students will develop their personal leadership approach and increase their understanding on leading processes of change and transformation committed with social justice.

**LEAD 547 | ACTION RESEARCH METHODS I****Units: 3 Repeatability: No**

Prerequisites: LEAD 550 with a minimum grade of C- and LEAD 569 with a minimum grade of C-

In this course students critically reflect on the intellectual and practical questions which guide action research and develop a proposal for an action research project. This course will address theoretical, philosophical, and epistemological questions about action research. We will discuss the tradeoffs that come with action research compared to more traditional research—how can insider status better inform research, and what might we lose compared to other forms of traditional research methods? How can the action research frameworks better solve organizational problems, and on the other hand what insights may be lost by focusing on a single organization's questions or problems?.

**LEAD 549 | RESEARCH DESIGN AND METHODOLOGY FOR GLOBAL AND INTERCULTURAL LEADERS****Units: 3 Repeatability: No**

Prerequisites: LEAD 545 with a minimum grade of C-

This course is designed to help you become critical and wellinformed consumers of research. The course provides students with the basic principles of wellconducted research through readings and analysis of research studies from both the popular and academic settings and teaches them to understand the power and limitations of social science research. Moreover, this course facilitates the understanding of intercultural, ethical and legal considerations involved in conducting research and emphasizes on processes of research to address issues of social justice and inequity.

**LEAD 550 | INTEGRAL LEADERSHIP THEORY****Units: 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****Units: 3 Repeatability: No**

This weekend course utilizes an active learning model that encourages participants to: (1) to study and analyze the dynamic forces that influence the life of groups and organizations; (2) to consider aspects of our personal and organizational lives that are not normally within our awareness; and (3) to examine how these beneath-the-surface assumptions, frameworks, defense mechanisms, and habits (especially those related to authority) have an active influence on much of what we do. The course also incorporates elements of more traditional pedagogical approaches including lectures, seminars, readings and an analytical paper.

**LEAD 552 | ACTION RESEARCH PRACTICUM I****Units: 1.5 Repeatability: No**

Prerequisites: LEAD 547 with a minimum grade of B

In this seminar style course students in the Higher Education Leadership Program will focus on completing their required action research final project. This course is taken in fall semester following completion of LEAD 547. In this course, students get support to complete the IRB process and/or to begin the research process. The seminar will include mini-lectures on how to conduct surveys, interviews and focus groups. And students will receive individual coaching and support throughout the semester to ensure progress toward research goals.

**LEAD 553 | ACTION RESEARCH PRACTICUM II****Units: 1.5 Repeatability: No**

Prerequisites: LEAD 547 with a minimum grade of B and LEAD 552 with a minimum grade of B

In this seminar style course students in the Higher Education Leadership Program will focus on completing their required action research final project. Students enroll in this course the spring semester, following enrollment in LEAD 552. The focus is primarily on analyzing data and writing results. Emphasis will be on supporting students through coding and analyzing their data, and on the writing process. Students will work with peers and the instructor to receive ongoing feedback and support on their writing. The seminar will include mini-lectures on how to conduct surveys, interviews and focus groups. And students will receive individual coaching and support throughout the semester to ensure progress toward research goals.

**LEAD 555 | ETHICAL LEADERSHIP FOR GLOBAL SOCIAL JUSTICE****Units: 3 Repeatability: No**

Designed to promote an understanding of the philosophical, religious and civic traditions of leadership as the ethical construct of democratic practice in organizations, institutions and societies. Students gain greater awareness of the contradictions that influence contemporary organizations, especially in U.S. society. Moreover, this course will explore cultural differences regarding ethics and leadership as the students learn more about themselves and themselves in relationship to others, to their work, and to the world. In addition to being exposed to some major Western and non-Western ethical perspectives and examining their values and strengths, students will learn helpful tools and practical strategies to address ethical dilemmas and/or leadership challenges related with issues of social justice.

**LEAD 556I | CULTURE AND LEADERSHIP****Units: 3**

Based on the extensive research in anthropology, crosscultural psychology, leadership, and organizational behavior, the course reviews the impact of culture on leaders and their followers at the national, group, and organizational levels. It provides a thorough review of relevant theories and applies them to helping students develop the cultural mindset that is essential to effective leadership in today's global and interconnected world.

**LEAD 557 | LEADERSHIP AND SPIRITUALITY****Units: 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 559 | ORGANIZATIONAL THEORY AND CHANGE****Units: 3 Repeatability: No**

A study of how leadership and change in contemporary organizations and societies are connected conceptually and in practice. Students will study established and emerging theories of leadership, management, culture, and organizational and social change that can be applied within the current scenarios of interconnection and interdependence generated by globalization. Moreover, students will learn collaborative skills and behaviors that will help them to be change agents in their organizations and societies. In addition, this course emphasizes the overarching theme of changing institutions and our society to help the students be more humane and responsive to solving the difficult problems of social justice and inequity that we face.

**LEAD 565 | DYNAMICS OF RACE, GENDER AND CULTURE IN HIGHER EDUCATION****Units: 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 | CORE COMPETENCIES OF LEADERSHIP COACHING****Units: 3 Repeatability: No**

Prerequisites: LEAD 533 with a minimum grade of C-

This course builds upon the Foundations of Leadership Coaching course. It provides the opportunity for students to acquire a deeper understanding of coaching as a leadership and development tool. Students will hone their practice, deepen their use of self-as-instrument, be exposed to best practices for debriefing assessment tools, and reflect on ethical and other professional issues in the world of coaching. Each element of the course helps the aspiring coach to gain a broader repertoire of approaches when addressing the coaching relationship in service to the client. Supervised practice, reflective assignments, and theory integration form part of this experiential course.

**LEAD 567 | WRITING FOR PUBLICATION****Units: 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.

**LEAD 568I | GLOBAL PERSPECTIVES IN HIGHER EDUCATION****Units: 3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: International**

The purpose of this course is to provide students with an opportunity to explore, discuss, reflect, and analyze various issues impacting higher education from a global perspective. These issues include, but are not limited to access, equity, economic development, and social mobility. Particular attention will be paid to historical developments and interventions (e.g., affirmative action and other initiatives) from the government, non-government organizations, and private and public universities seeking to address educational opportunity and/or economic innovation. The specific focus of the course will be contingent on the geographic location as the international context impacts the critical issues addressed. Examples of potential countries under the purview of this course include Brazil, United Arab Emirates, Cuba, Morocco, Italy, France, and South Africa.

**LEAD 569 | MAKING MEANING AND THE COLLEGIATE EXPERIENCE****Units: 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 571 | HISTORY AND PHILOSOPHY OF HIGHER EDUCATION****Units: 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****Units: 3 Repeatability: No**

National and global issues requiring leadership are presented as challenges to future leaders. Topics may include: social and political changes; environmental change and sustainability; the impact of technology; and generational changes. These issues all impact organizations and how we lead and require courage, commitment and compassion on the part of leaders, as well as technical knowledge and critical thinking skills in order to transform the potential of today's world into a global community of justice and peace.

**LEAD 573 | ECONOMICS OF EDUCATION****Units: 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****Units: 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****Units: 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****Units: 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****Units: 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****Units: 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****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 579I | EXPERIMENTAL TOPICS: INTERNATIONAL EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)****Non-Core Attributes: International**

This course number is used by SOLES for experimental topics courses. The title and content of each 579 course will vary by topic and program/department. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course. This I-designated course will meet the SOLES International Experience requirement.

**LEAD 580 | CONSULTING TO GROUPS****Units: 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****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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.

**LEAD 582 | WOMEN IN HIGHER EDUCATION LEADERSHIP SUMMIT (WHELS): PROFESSIONAL DEVELOPMENT AND CONFERENCES****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

In this course, students have the opportunity to better understand how the higher education system impacts women leaders individually and collectively. Students will also gain insights and new skills for exercising more effective leadership as higher education professionals. Students will receive 360 feedback and have multiple opportunities to strengthen and practice leadership. The Summit offers opportunities for connecting with other women leaders in higher education and sharing experiences, and exchanging emerging ideas. Students will develop a professional development plan and network with women leaders from across the country. Students enrolled must attend all conference events, the pre, and post session classes and complete all assignments as noted below.

**LEAD 585 | LEADERSHIP FOR CHANGE****Units: 3 Repeatability: No**

This course utilizes an active learning model that provides participants with opportunities to examine and test theories of leadership by analyzing the actual dynamics that arise in real time when relating to those who hold positions of formal authority or when individuals attempt to exercise leadership and/or claim informal authority. The design provides a practice setting that duplicates to some extent the dynamics that occur regularly in groups and organizations, so that participants can test and integrate their study of leadership against actual, lived experience. It is based on an assumption that these dynamics and processes—many of which are elusive and frequently operate beyond our direct awareness—can subvert plans for personal and/or organizational change if they are not understood and taken into consideration.

**LEAD 587I | COMMUNITY MODELS OF LEADERSHIP – SRI LANKA GLOBAL STUDY****Units: 3**

This course is designed to understand social movements and leadership within communities. In particular, this course examines an alternative view of leadership from Western thought by exploring Sarvodaya in Sri Lanka. Sarvodaya, which means “Awakening of All,” is the largest people’s organization in Sri Lanka and is composed of over 12,000 villages. Sarvodaya represents one of the world’s largest grassroots mobilizations. A collaboration of Gandhian thought and Buddhist belief, Sarvodaya serves Sri Lanka and the global community through its social action works in peace building, education, relief efforts, and development. Students have the opportunity to see various aspects of Sarvodaya’s model including: training and education, peace center, volunteerism, community organization, and headquarters. Particular attention will be attributed to the unique culture and location of Sri Lanka and how these factors have influenced community development, social movement, and leadership. Excursions to cultural and historical areas of significance are facilitated in conjunction with course content. Students engage in service activities within Sarvodaya villages.

**LEAD 589 | CAPSTONE SEMINAR****Units: 3 Repeatability: No**

The Capstone Seminar is designed to provide Master’s students with an opportunity to integrate their learning in the program through a final project. Students are expected to work with a member of the Department faculty as an advisor for their capstone while participating in this course. Each session is devoted to peer-to-peer interaction and feedback on the progress being made to complete this graduation requirement. Particular attention is given to making use of the knowledge gained throughout their program. The aim is to support students as they focus on deepening their leadership philosophy, reflect on their coursework learning, explore the interconnections of self and system that will most meet their needs as future leadership professionals. Successful students will continuously examine and refine their work so as to better understand and apply leadership concepts to practice. The course will also include preparation for a culminating capstone project.

**LEAD 593P | PRACTICUM IN LEADERSHIP COACHING****Units: 1 Repeatability: No**

Prerequisites: LEAD 533 with a minimum grade of C- and LEAD 566 with a minimum grade of C-

This course addresses individual, team and systems coaching practice. Students will present cases from their supervised coaching work to receive assessment and feedback from peers and professional coaches. Special attention will be given to helping the student coaches integrate their learning throughout the program and apply it to their evolving coaching practice. To enroll, LEAD 533 and LEAD 566 are prerequisites, or relevant other experience and permission of the instructor.

**LEAD 594 | HIGHER EDUCATION PROFESSIONAL DEVELOPMENT SEMINAR****Units: 1.5 Repeatability: Yes (Can be repeated for Credit)**

In this course students work together with faculty and practitioners to integrate the theory and knowledge base of the program course work with the experiential learning of the student’s practical experience. This course supports the student’s individual development plan by asking them to analyze current events and issues in their workplace and connect them to the broader higher education community. An emphasis on topics and skills related to professional culture, action inquiry, organizational dynamics, developmental theory and diversity and inclusion will be made throughout the course.

**LEAD 595 | THESIS SUPERVISION****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 597 | PORTFOLIO SEMINAR****Units: 1 Repeatability: No**

This portfolio seminar will support students in the preparation of their final portfolios with particular attention to the leadership essay. This course will encourage students to synthesize and articulate their understanding of leadership theory and connect this understanding with their professional experiences. While this course focuses primarily on the leadership essay, the selection of projects and the development of an executive summary will also be included in the course content. The international essay will not specifically be included in the content, but students should know that the material will be equally applicable to that essay.

**LEAD 598 | LEADERSHIP IN ACTION****Units: 3,6 Repeatability: Yes (Can be repeated for Credit)**

Applied learning experience for M.A. and doctoral students in which they take the lead in a new individual work project or an employer internship program that challenges them, allows them to apply the skills and theories learned in their Leadership Studies coursework, and enhances their leadership experience. All students will work under the guidance of an effective leader/work supervisor, as well as be supervised by a USD faculty member.



**LEAD 599 | INDEPENDENT STUDY****Units: 0.5-3**

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 AssociateDean prior to registering for the course.

**LEAD 600 | INTEGRAL LEADERSHIP THEORY****Units: 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 602 | COMPETING CONCEPTIONS OF KNOWLEDGE AND RESEARCH****Units: 3**

This course sets the stage for others in the doctoral program by providing students with a cognitive map of social science research as practiced in Leadership Studies, as well as in other disciplines and fields of study that influence the interdisciplinary Leadership Studies field. More specifically, the course focuses on the nature of knowledge (sometimes referred to as epistemology) and the different types of research designs and methods that are associated with different epistemologies. The course also demonstrates that the sorts of conceptual disagreements found in the social sciences also can be found in leadership practice.

**LEAD 607 | APPLIED STATISTICS AND QUANTITATIVE RESEARCH METHODS****Units: 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****Units: 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****Units: 3 Repeatability: No**

Prerequisites: LEAD 607 with a minimum grade of B- and LEAD 608 with a minimum grade of B-  
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****Units: 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.

**LEAD 611 | LEADERSHIP THEORIES: PAST, PRESENT AND FUTURE****Units: 3**

This course presents a comprehensive survey of leadership theories as one of the foundations of the doctoral program. Students will acquire the essential theoretical foundations of the field of leadership by examining the history of leadership thought, the current approaches, and the emerging trends in the field. The strengths, weaknesses, methodological elements and contributions of the various theories will be closely analyzed to prepare students for their continued research and practice throughout the program. The course relies on a cross and multi-disciplinary approach, and culture and ethics as study lenses.

**LEAD 612 | ADVANCED QUALITATIVE RESEARCH METHODS****Units: 3**

Prerequisites: LEAD 608 with a minimum grade of B-

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.

**LEAD 613 | ADVANCED QUANTITATIVE RESEARCH METHODS****Units: 3**

Prerequisites: LEAD 607 with a minimum grade of B-

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.

**LEAD 614 | SPECIAL TOPICS IN ADVANCED RESEARCH METHODS****Units: 3**

This course presents a variety of advanced quantitative and qualitative research methods special topics such as Mixed Methods, Advanced Multivariate Analysis, and Grounded Theory. It designed to prepare students to use a variety of research methods in their research by providing practical experience with the methods.

Course meetings will consist of full-group sessions, small group/team sessions, and individual sessions with the instructor. Students taking this course should have successfully completed both basic doctoral-level quantitative and qualitative research methods courses and either an advanced quantitative or qualitative research course. Any students not meeting these prerequisite will need to receive the special approval of the instructor before formally enrolling in this course.

**LEAD 615 | ACTION RESEARCH METHODS II****Units: 3**

In this course, students read about, directly engage in, and write three papers using 1st-, 2nd-, and 3rd-person action research methods. For example, students research and write an autobiography in which they examine their life to date in terms of developmental theory as well as the next developmental actions they may wish to take (1st-person research). Each student will also analyze voice recordings of parts of different class sessions and write a paper to be shared with the rest of the class about the group's issues in evolving toward a "community of inquiry" (2nd-person research). And each student will write a final paper on an action research topic of their own choosing in journal article format (3rd-person research, at best illustrating how 1st-, 2nd-, and 3rd-person research interweave and contributing to the student's qualifying paper or dissertation).

**LEAD 616 | SURVEY RESEARCH METHODS****Units: 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 617 | MIXED METHODS RESEARCH DESIGNS****Units: 3 Repeatability: No**

Over the past decade, debates between qualitative and quantitative research have subsided, and there has been a growing interest in mixed methods research designs. This course explores rationales for mixing methods, critiques of mixed methods research, and a range of design and methodological options for those who do mixed methods studies.

**LEAD 619 | APPLIED LEADERSHIP PRACTICES: INTEGRAL SELF AND SYSTEMS APPROACH****Units: 3 Repeatability: No**

This course offers a survey of classical, prevailing and emerging theories of human and organizational development. Students will be engaged in an integral self and systems approach to leadership. Particular emphasis will be placed on the development of the "self-as-instrument" while attending to the complex dynamics that are present in the contemporary organizational context. The course blends an emphasis on mastery of conceptual frameworks with an experiential "theory-in-practice" orientation to learning. As such, students are offered an opportunity to bring an applied leadership perspective to their rigorous scholarly exploration of different dimensions of development commonly researched and encountered in the human and organizational condition.

**LEAD 620 | THE LAW AND POLITICS OF EDUCATIONAL POLICY DEVELOPMENT****Units: 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 621 | SOCIOLOGY OF EDUCATION AND EDUCATIONAL LEADERSHIP SEMINAR****Units: 3 Repeatability: No**

This course takes as its point of departure the idea that educational outcomes are socially constructed. Using a sociological lens, structural, cultural and agentive explanations for the racialized, class-based and gendered school experiences of US and international students will be examined. Moving from the macro to the micro level, students will examine schools as organizations embedded in broader socio-cultural and historical context.

**LEAD 622 | LEARNING DESIGN AND TECHNOLOGY****Units: 3**

The goal of this course is to develop essential content and research expertise needed to exercise effective leadership in learning design and technology. The course examines key issues in learning design and the role of technology as a tool for effective educational practice. Students will be introduced to diverse theoretical and methodological frameworks to study learning design and technology, while investigating key contemporary issues in the field such as adaptive learning system, immersive learning environment, gamification, autonomous learning environment, learning analytics, global social media, coding literacy and digital equity. Students will study innovative learning design implementations with technology by encompassing the cognitive, affective and social dimensions of learning, through which meaningful design principles for effective educational solutions and leadership will be derived. Students will also design and pilot-test their own research on learning design and technology, while receiving constructive critiques from their peers and experts in the field.

**LEAD 623I | EDUCATIONAL REFORM: EDUCATIONAL SYSTEMS IN POST CONFLICT ENVIRONMENTS****Units: 3 Repeatability: No****Non-Core Attributes: International**

The main objective of this course is to provide a sociological and historical investigation into the educational reform challenges facing educators, students and policy makers in an international context. As the U. S. continues to struggle with segregated schools and unequal education for many minority and low-income students, much is to be gained by examining how other countries throughout the world are attacking problems of equity.

**LEAD 630 | THE NONPROFIT/PHILANTHROPIC STUDIES RESEARCH BASE****Units: 3**

The primary purpose of this course is to help each course participant develop a cognitive map of research activity within the Nonprofit/Philanthropic Studies field. Specifically, the course will help participants become familiar with: (a) the topics and issues that scholars within the emerging field have begun to systematically study; (b) the methods they have employed-or have failed to employ-to study different topics and issues; and (c) the knowledge base about nonprofit and philanthropic organizations and their organizational practices that has begun to be created as a result of research focused on the third sector.

**LEAD 631 | CONTEMPORARY ISSUES IN THE THIRD SECTOR****Units: 3**

The domestic and international nonprofit sector faces persistent challenges around questions of effectiveness, accountability, governance, collaboration, and resource acquisition. Some of these issues raise fundamental questions about the legitimacy and future relevance of the nonprofit/NGO model as a form of political and social action. What can current academic research contribute to understanding some of the most persistent challenges faced by the sector? This course will review contemporary research evaluating nonprofit and NGO practices while also assessing the methodological and theoretical strengths and weaknesses of current scholarship focused on the sector.

**LEAD 640 | CONTEMPORARY ISSUES IN HIGHER EDUCATION LEADERSHIP****Units: 3**

This course examines contemporary issues facing leaders in the field of higher education, which includes but is not limited to autonomy and accountability, academic freedom, federal and state funding, curriculum reform, and economic imperatives. These issues will be examined from multiple perspectives, including internal and external constituencies. Key stakeholders will be identified and their interests will be analyzed to understand the complexity of decision making within a higher education leadership context.

**LEAD 650 | LEADERSHIP IN ORGANIZATIONAL CONTEXTS****Units: 3 Repeatability: No**

A review of classical and contemporary theories related to the context of leadership, including organizational systems and processes, organizational design, organizational change, decision making, gender and bias, and the process of negotiation. We all know that leadership is not just about the leader – the context is essential. This course focuses on the organizational context at the broadest level and how the leader navigates challenges related to organizational structure, politics, change, team dynamics, conflict management, and decision making by reviewing classic and contemporary theory and research on organization theory. This course provides a very broad coverage of organizational theory material that any student of organizations, regardless of the sector, should know with a focus on leading for social justice and within an international context.

**LEAD 651 | ORGANIZATIONAL BEHAVIOR****Units: 3 Repeatability: No**

A review of classical and contemporary theories related to human behavior in organizations including individual differences, perception, learning, motivation, culture, group dynamics, and personal effectiveness. This course focuses at the “people” side of organizations that leaders must understand and address in making organizations effective. This course provides a very broad coverage of Organizational behavior material that any student of organizations, regardless of the sector, should know. Many of the readings are classics to assure that you have the necessary background to: 1. frame issues and research questions related to how people function in organizations, and 2. teach OB concepts at the undergraduate and masters levels.

**LEAD 660 | ETHICS AND LEADERSHIP****Units: 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 661 | DECISION-MAKING UNDER CONDITIONS OF UNCERTAINTY****Units: 3**

This course allows students to explore different models of decisionmaking in complex public and private organizations. Drawing on such analytical techniques as present discounted value, game theory, and costbenefit analysis, this course applies lessons from cognitive psychology, political science, traditional economics, behavioral economics, as well as other social scientific areas to domestic and international policymaking processes. In addition to extensive case studies, this course also uses policy simulations to help students understand how to use both theory and analytics to solve contemporary problems.

**LEAD 662 | ADULT DEVELOPMENT****Units: 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 663 | LITERATURE REVIEW****Units: 3 Repeatability: No**

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.

**LEAD 679 | EXPERIMENTAL TOPICS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course number is used by SOLES for experimental topics courses. The title and content of each 679 course will vary by topic and program/department. If more than one 679 course is offered during a single semester, section numbers will allow for identification of the course.

**LEAD 695 | DISSERTATION****Units: 1-9 Repeatability: Yes (Can be repeated for Credit)**

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 IN ACTION****Units: 3,6 Repeatability: Yes (Can be repeated for Credit)**

Applied learning experience for M.A. and doctoral students in which they take the lead in a new individual work project or an employer internship program that challenges them, allows them to apply the skills and theories learned in their Leadership Studies coursework, and enhances their leadership experience. All students will work under the guidance of an effective leader/work supervisor, as well as be supervised by a USD faculty member.

**LEAD 699 | INDEPENDENT STUDY****Units: 1-6 Repeatability: Yes (Can be repeated for Credit)**

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.

**(MSEL)****MSEL 520 | PREPARING FOR LEADERSHIP: SELF APPRAISAL & ANALYSIS****Units: 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****Units: 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 & POLITICS****Units: 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 AND LEADERSHIP****Units: 1.5 Repeatability: No**

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**  
**Units: 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. MSEL524 concludes the formal self-leadership segment of the MSEL curriculum and focuses primary attention on Leadership and Best Business Practices.

**MSEL 526 | CULTURE AT WORK: PUTTING PRINCIPLES INTO PRACTICE****Units: 1.5 Repeatability: No**

This course takes you through the practical elements of building a workplace culture where people engage in work each day, contribute to something bigger than themselves, learn and feel they belong, are liberated by values, and go home happy. Students will learn strategies and tools for identifying and developing people's capabilities so that they can design a culture that promotes individual needs and behaviors as well as managing performance and developing potential. Research shows that making sure the right people are moving at the right pace and into the right jobs at the right time can significantly impact the sustainability and competitive advantage of any business enterprise. Topics include leading a purpose-driven organization; leadership development and succession planning; importance of vision, values and culture; employee engagement; leadership competencies; and coaching fundamentals. The content focuses on best practices that help ensure sustained employee fit, effectiveness and mastery. You will leave the course with specific insights for changes and enhancements to your workplace culture and an implementation strategy for people's growth and success.

**MSEL 527 | PARTNERING FOR PERFORMANCE USING SLII®****Units: 1.5 Repeatability: No**

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 | PROBLEM SOLVING & NEGOTIATION****Units: 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****Units: 1.5 Repeatability: No**

This course examines the challenges and possibilities of leading teams and developing the skills to lead teams successfully. Topics include stages of team development; team dynamics and observation skills; leadership interventions; team chartering; conflict management; and the effects of social diversity on leading teams. Teaching methods are highly experiential and include assessments, role-plays, case studies, simulations, skill practice and a writing project documenting a team leadership experience.

**MSEL 530 | LEADERSHIP IN A GLOBAL CONTEXT****Units: 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 ORGANIZATIONAL CHANGE****Units: 1.5 Repeatability: No**

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****Units: 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 AND ORGANIZATIONAL LEARNING****Units: 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 & PROCESS****Units: 2.25 Repeatability: No**

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 | ACCOUNTING FOR ORGANIZATIONAL LEADERS****Units: 2.25 Repeatability: No**

This course introduces the financial reporting system that business entities use to measure and communicate their financial results. Together with MSEL 539, this course presents the responsibilities, analytical approaches and leadership strategy implications of the accounting and financial officer of a company. This course integrates the external (investor) and the internal (financial leadership) perspectives, and explores the role of ethical decision making in financial reporting and capital markets. Learning methods include lecture, in-class case analysis, discussion, an ethics essay and a comparative analysis project.

**MSEL 537 | EXECUTING STRATEGIC INITIATIVE****Units: 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****Units: 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.

**MSEL 539 | FINANCE FOR ORGANIZATIONAL LEADERS****Units: 2.25 Repeatability: No**

Prerequisites: MSEL 535 with a minimum grade of C- (Can be taken Concurrently)

This course covers the responsibilities, analytical approaches, and leadership strategy implications of financial officers in public and private organizations. The course will review how investors view the corporation as an investment, and the responsibilities of the financial manager in maximizing the company's shareholders' wealth. To help guide manager's strategic direction decision-making, we will develop valuation techniques and processes in capital allocation, with emphasis on data analytics using a spreadsheet program. Learning methods primarily include lecture, problem solving, in-class case analysis and discussion, and a comprehensive valuation project.

**MSEL 540 | INTRODUCTION TO LEADERSHIP THEORIES****Units: 1.25 Repeatability: No**

Leadership is a reciprocal process expressed through individuals, groups, and organizations. This course provides a survey of leadership theories, including behavioral and trait-based leadership approaches, situational and transformational leadership philosophies, and adaptive and integral leadership methodologies. The leadership frameworks covered in this program will set a foundation for the leadership discussions throughout the program. Learning methods include contemporary readings, self-assessment, lecture/dialogue, experiential exercises, case studies, and film.

**MSEL 541 | ANALYTICS FOR STRATEGIC DECISION MAKING****Units: 1.75 Repeatability: No**

This course introduces basic techniques for analyzing data and using data effectively for strategic decisions. Teaching methods include lecture, case studies and projects. The objective of this course is to apply decision tools and analytical techniques to evaluate and resolve decision problems faced by organizational leaders. Understanding these quantitative and non-quantitative decision techniques will enable leaders to evaluate alternatives, understand risk and achieve optimal results when faced with complicated decision problems.

**MSEL 542 | ENTREPRENEURIAL STRATEGIES FOR ORGANIZATIONAL LEADERS PART 1****Units: 1.5 Repeatability: No**

Leaders of organizations need to be successful corporate entrepreneurs to take their corporations to the next levels of growth. The focus in this course will be on enabling organizational leaders to develop their individual skills as corporate entrepreneurs, as well as how to develop their organization's competences for innovation by designing organizational cultures and structures to foster corporate entrepreneurship. Topics include entrepreneurial mindset, entrepreneurial orientation, different roles in the corporate entrepreneurial process and the roles that leaders must play well, designing effective cultures and structures. This capstone course is offered in two parts and includes an experiential learning project.

**MSEL 543 | ENTREPRENEURIAL STRATEGIES FOR ORGANIZATIONAL LEADERS PART 2****Units: 0.75 Repeatability: No**

Prerequisites: MSEL 542 with a minimum grade of C-

Leaders of organizations need to be successful corporate entrepreneurs to take their corporations to the next levels of growth. The focus in this course will be on enabling organizational leaders to develop their individual skills as corporate entrepreneurs, as well as how to develop their organization's competences for innovation by designing organizational cultures and structures to foster corporate entrepreneurship. Topics include entrepreneurial mindset, entrepreneurial orientation, different roles in the corporate entrepreneurial process and the roles that leaders must play well, designing effective cultures and structures. This capstone course is offered in two parts and includes an experiential learning project.

**(MSGL)****MSGL 501 | PREPARING FOR GLOBAL BUSINESS LEADERSHIP****Units: 2 Repeatability: No**

This course provides students with the essential knowledge about their leadership strengths and weaknesses so that they can lead and follow more effectively and ethically. It will launch the journey of leadership self-discovery to strengthen important leadership skills and discover students' hidden potential for leadership. Equally, this course will develop a greater sensitivity to the ethical dimensions of leadership. Learning to recognize the importance of questions of purpose and to understand leadership as a form of service to others is an important insight and a balance to one's personal ambitions.

**MSGL 502 | GLOBAL BUSINESS LEADERSHIP ETHICS****Units: 2 Repeatability: No**

Prerequisites: MSGL 501 with a minimum grade of C-

This course emphasizes the essential concepts associated with business practices and ethical values that prevail for the most effective and successful global leaders. Course objectives include recognizing your own ethical viewpoint and its implications for decision making; appreciating the value inherent in the ethical viewpoints and decision making of others; distinguishing differences in ethical foundations around the globe; identifying the pitfalls of human decision making and their effects in organizations; recognizing the fit between your values and those of an organization.

**MSGL 506 | LEADING DIVERSE GLOBAL TEAMS****Units: 1 Repeatability: No**

This course expands on the multiple leadership models evaluated in the 1st semester and examines their applicability to varied global situations. It provides concepts, mental frameworks, and skills for socially responsible and ethical leadership of international teams. Topics covered include leading multicultural and virtual teams, creative problem solving and conflict resolution, appreciating and capitalizing on cultural diversity, moral considerations in power and politics, promoting multi-national visions, and creating socially responsible organizational cultures.

**MSGL 508 | GLOBAL BUSINESS COMMUNICATIONS AND STRATEGY**  
**Units: 2**

This course focuses on the critical thinking, analysis, and practical skills essential to developing and implementing communications strategies that advance an organization's strategic goals and mission in a highly competitive global business environment. Students will be introduced to various core strategic management concepts and models. The course further emphasizes elements of persuasive communication; how to design messages for culturally diverse and possibly resistant audiences, and how to present that information in a credible, convincing, and professional manner.

**MSGL 512 | GLOBAL POLITICS, POLICY AND LAW****Units: 2 Repeatability: No**

Prerequisites: MSGL 513 with a minimum grade of C-

This course examines the complex array of political, legal, historical and ethical concerns within the global business environment. Coverage includes non-market strategy; business ethics; diverse interests of various stakeholders; individual versus societal interests; public policy; globalization; and government regulation of, and support for, business.

**MSGL 513 | UNDERSTANDING INTERNATIONAL BUSINESS****Units: 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 514 | CHANGE MANAGEMENT FOR GLOBAL LEADERS****Units: 2 Repeatability: No**

Prerequisites: MSGL 501 with a minimum grade of C- and MSGL 506 with a minimum grade of C-

This course is designed to assist students in the practice of ethical leadership and management of change of international organizations. As a result of actively participating in this course, students will develop their leadership potential and their understanding of the challenges, techniques, and burdens associated with initiating and implementing major change in a global organization. The course will compare organizational development and planned change with other forms of international organizational change, and evaluate the steps associated with a planned organizational change process.

**MSGL 515 | GLOBAL SUPPLY CHAIN MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: MSGL 513 with a minimum grade of C-

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.

**MSGL 516 | INTERNATIONAL COMPARATIVE LEADERSHIP AND HUMAN RESOURCES MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: MSGL 501 with a minimum grade of C- and MSGL 513 with a minimum grade of C-

This course prepares participants to recognize the differences in cultural value systems and behaviors in the global environment, and how they affect leadership. Practical suggestions on how to succeed as a manager in foreign cultures and as a manager of foreign nationals will be examined. The course compares and contrasts the styles and effectiveness of leadership practices of contemporary and historical leaders. This course also provides an overview of the field of Human Resource Management by highlighting such topics as recruitment, selection, benefits, performance appraisal, compensation, labor relations and recent trends within the context of relevant international laws.

**MSGL 523 | FINANCE FOR GLOBAL LEADERS****Units: 3 Repeatability: No**

This course introduces the student to the major topics in corporate finance. The student will learn some of the financial tools used by professionals, and also increase their understanding of the tasks and issues that are relevant to conducting business globally. The emphasis is on applied decision making relevant to the financial manager: investment decision (capital budgeting), financing decision (capital structure), project/asset valuation and using derivatives in managing global management risks. Specific topics include financial accounting principles that provide the foundation for the measurement and communication of financial data (basic statements, financial statement and ratio analysis, analysis of free cash flow), time value of money, valuation of financial instruments (stocks and bonds), capital budgeting, an introduction to capital markets, capital structure issues, dividend policy, global financial markets, and using derivatives to hedge global currency risks.

**MSGL 525 | INTERNATIONAL NEGOTIATIONS****Units: 1 Repeatability: No**

This course examines – in a cross-cultural context – the key features of integrative (i.e., pie expanding) and distributive (i.e., pie slicing) negotiations, such as BATNAs, target points, anchoring, resistance points, and creating options. It also explores critically important methods of persuasion, how to use such methods effectively, and how to defend against them. This course also focuses on issues of leadership, ethics and trust and how these issues may be further complicated when negotiating in a cross-cultural context.

**MSGL 526 | ADVANCED INTERNATIONAL NEGOTIATIONS****Units: 1 Repeatability: No**

Prerequisites: MSGL 525 with a minimum grade of C-

This second course in negotiations builds upon the knowledge delivered in the first Negotiations course and focuses on difficult people and circumstances, problem solving and creativity, multi-party negotiations, and team negotiations – and how these issues may be further complicated when negotiating in a cross-cultural context. In an increasingly interdependent world, the ability to negotiate with people with diverse socio-cultural backgrounds and in different regions of the world is crucial for managers and leaders. This course will offer practical skills to navigate these complex negotiations scenarios.

**MSGL 527 | INTERNATIONAL STRATEGIC PLANNING AND MANAGEMENT****Units: 3 Repeatability: No**

Prerequisites: MSGL 523 with a minimum grade of C-

This course examines strategic planning, including the development of global analyses, the establishment of prioritization matrices, and the development of appropriate key performance indicators to fulfill strategic objectives. Students will practice strategic problem solving and decision-making from the perspective of global leaders, who are culturally consonant, ethical and innovative. Building on international mergers and acquisitions, the second part of the course is dedicated to strategic implementation tools, including, but not limited to integration tools, implementation matrices, synergistic analyses, and innovation tools.

**MSGL 531 | MARKETING FOR GLOBAL BUSINESS****Units: 2**

This course examines the key elements of marketing and the opportunities and the challenges of operating in a rapidly changing global marketplace. This course will cover topics such as the cultural environment in which marketers operate, market research, segmentation, positioning, promotion, and pricing. Further, this course will focus on practical decision making within a socially responsible and ethical framework.

**MSGL 540 | GLOBAL LEADERSHIP CAPSTONE PROJECT****Units: 2 Repeatability: No**

Prerequisites: MSGL 501 with a minimum grade of C- and MSGL 506 with a minimum grade of C- and MSGL 514 with a minimum grade of C-

This course is the capstone of the global leadership degree. Each student will participate in a project that will model the leadership challenges and behaviors of a corporate manager involved in the global business arena. These projects may involve areas and challenges of finance, marketing, international business, or management. The project will serve to exercise ethical global leadership skills and distinct knowledge gained during the entire curriculum.

**(MSRE)****MSRE 500 | THE REAL ESTATE PROCESS****Units: 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****Units: 3 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

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****Units: 3 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

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****Units: 2 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

Negotiations are central to most decisions made about a real estate asset starting from the original acquisition agreement to the lease agreement, operations and management, as well as disposition. These negotiations often present ethical dilemmas for the parties involved. This course explores the science and art of negotiation with “science” learned largely through readings and discussions, and “art” learned through experience gained in simulated real estate negotiations in which students examine the ethical dilemmas facing various parties to a transaction.

**MSRE 506 | PROPERTY MANAGEMENT****Units: 1 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

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****Units: 3 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

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****Units: 2 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

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****Units: 3 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

This course examines the major capital sources for commercial real estate investment and highlights the recent trends in the capital markets. It compares and contrasts the four categories of real estate capital—private debt, private equity, public debt and public equity and discusses the instruments and deal structures in each category. Students will learn how to arrange the capital stock for a real estate transaction and how different structures allocate investment risk and return to various parties. Topics in this course include mezzanine financing, real estate syndication, private real estate funds, real estate investment trusts (REITs), commercial mortgage-backed securities (CMBS), and global real estate capital markets.

**MSRE 510 | REAL ESTATE CAPSTONE****Units: 2 Repeatability: No**

Prerequisites: MSRE 502 with a minimum grade of C- and MSRE 503 with a minimum grade of C-

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 512 | TECHNOLOGY AND DATABASES FOR REAL ESTATE ANALYSIS****Units: 1**

Prerequisites: MSRE 500 with a minimum grade of C- (Can be taken Concurrently)

This course examines the long-term strategic decisions in managing real estate assets. It focuses on the financial implications of these decisions by assessing their impact on a real estate investment's future cash flow stream, the riskiness of these cash flows, and the asset's underlying value. Specific topics include identifying and analyzing refinancing and recapitalization opportunities; planning capital expenditures such as renovation and expansion; developing and implementing repositioning strategies; and evaluating disposition options. This course will also consider the role of real estate in a corporation and in a multi-asset portfolio.

**MSRE 513 | REAL ESTATE MARKET ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

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 514 | STRATEGIC ASSET MANAGEMENT****Units: 2 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

This course examines the long-term strategic decisions in managing real estate assets. It focuses on the financial implications of these decisions by assessing their impact on a real estate investment's future cash flow stream, the riskiness of these cash flows, and the asset's underlying value. Specific topics include identifying and analyzing refinancing and recapitalization opportunities; planning capital expenditures such as renovation and expansion; developing and implementing repositioning strategies; and evaluating disposition options. This course will also consider the role of real estate in a corporation and in a multi-asset portfolio.



**MSRE 516 | REAL ESTATE FEASIBILITY ANALYSIS****Units: 3 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

This is a project-based course involving several real life cases. For example, finding a site for a new concept urban grocer, determining site values using land residual techniques, re-using a retail big box, and proposing the best use for a development site. Student teams perform a comprehensive analysis to assess the feasibility of various concepts and best strategies. Key components may include: conducting market analysis, reviewing the entitlement requirements/challenges, designing the site layout, estimating construction and site costs, performing a pro forma budget for both construction and stabilized occupancy. Students also spend time evaluating risks in the development process, and pricing, managing and/or mitigating such risks.

**MSRE 517 | SUSTAINABLE REAL ESTATE****Units: 2 Repeatability: No**

Prerequisites: MSRE 500 with a minimum grade of C-

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 | SPECIAL TOPICS****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

Prerequisites: MSRE 500 with a minimum grade of C-

Topics of current interest in real estate. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. Additional prerequisites may be added depending on topic selected.

**(MSCM)****MSCM 501 | SUPPLY CHAIN STRATEGY AND DESIGN****Units: 3 Repeatability: No**

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 502 | LOGISTICS AND DISTRIBUTION MANAGEMENT****Units: 3 Repeatability: No**

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 503 | SUPPLY MANAGEMENT****Units: 3 Repeatability: No**

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 504 | OPERATIONS MANAGEMENT****Units: 3 Repeatability: No**

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 505 | INTERNATIONAL NEGOTIATIONS****Units: 2 Repeatability: No**

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 506 | LAW, ETHICS AND CONTRACTS FOR SUPPLY CHAIN MANAGEMENT****Units: 2 Repeatability: No**

Prerequisites: (MATH 130 or MATH 150)

Explores the legal context of supply chain management in areas of contract formation, obligations, remedies and dispute resolution in an international setting. Examines the overlapping roles of ethics and regulation in defining socially responsible business enterprise and standards for behavior. Three basic ethical theories are applied to supply chain management, especially purchasing. Current issues of social and environmental justice are introduced as catalysts for proactive policy formation and world-class supply chain performance. Ethics, diversity and legal issues are of paramount concern to organizations that operate in today’s global environment that pits supply chain against supply chain. Proactive companies recognize that striving for diversity and maintaining ethical policies and actions help enable world-class supply chain management. Topics addressed include diversity suppliers, protecting the physical environment, workplace values, ethics in business, contract formation and the legal context of supply chain management.

**MSCM 507 | LEADERSHIP AND CHANGE MANAGEMENT FOR SUPPLY CHAIN MANAGERS****Units: 2 Repeatability: No**

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 involvement in organization change interventions.

**MSCM 511 | FINANCE AND RISK MANAGEMENT****Units: 2 Repeatability: No**

Supply Chain Managers require knowledge of finance tenable analysis of projects, the justification for proactive investments and estimation of supply chain costs. Topics addressed include: financial statements analysis, valuation, capital budgeting (net present value, internal rate of return, management of working capital, international financial markets and risk management (options, futures contracts, forward contracts).

**MSCM 512 | STRATEGIC COST MANAGEMENT****Units: 3 Repeatability: No**

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 513 | SUPPLY CHAIN ANALYTICS****Units: 2 Repeatability: No**

This course introduces the data analytics process (acquisition, exploration, pre-processing, analysis) and concepts (structured vs. unstructured data, descriptive / prescriptive / predictive analytics). It will also introduce commonly used analytical and modeling approaches and demonstrate their applications to various domains of a supply chain, including, for example, logistics, production and sourcing, inventory management and forecasting.

**MSCM 514 | SUSTAINABLE GLOBAL SUPPLY CHAIN MANAGEMENT****Units: 2 Repeatability: No**

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 515 | VALUE NETWORK MANAGEMENT****Units: 3 Repeatability: No**

"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 joint problem-solving.

**MSCM 531 | PROJECT MANAGEMENT PRINCIPLES****Units: 3 Repeatability: No**

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 533 | ADVANCED INTEGRATIVE PROJECT****Units: 3 Repeatability: No**

The advanced integrative project is a supply chain-based project course. Students are encouraged to identify and scope the project (with assistance from the instructor if necessary) and the project should be approved by the course instructor. Depending on scope, a project may be conducted in a team environment upon instructor approval. Topics addressed in this course also include team formation, developing charters, project management, quantifying financial impacts and presentation skills. This course is often split into two parts across multiple terms.

**MSCM 533A | INTEGRATIVE PROJECT I****Units: 1 Repeatability: No**

The advanced integrative project is a supply chain-based project course. Students are encouraged to identify and scope the project (with assistance from the instructor if necessary) and the project should be approved by the course instructor. Depending on scope, a project may be conducted in a team environment upon instructor approval. Topics addressed in this course also include team formation, developing charters, project management, quantifying financial impacts and presentation skills. This course is often split into two parts across multiple terms.

**MSCM 533B | INTEGRATIVE PROJECT II****Units: 2 Repeatability: No**

The advanced integrative project is a supply chain-based project course. Students are encouraged to identify and scope the project (with assistance from the instructor if necessary) and the project should be approved by the course instructor. Depending on scope, a project may be conducted in a team environment upon instructor approval. Topics addressed in this course also include team formation, developing charters, project management, quantifying financial impacts and presentation skills. This course is often split into two parts across multiple terms.

**MSCM 566 | PROJECT MANAGEMENT PRINCIPLES****Units: 3**

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****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 581A | INTERNATIONAL NEGOTIATIONS****Units: 1 Repeatability: No**

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 581B | INTERNATIONAL NEGOTIATIONS II****Units: 1 Repeatability: No**

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 581C | INTERNATIONAL NEGOTIATIONS III****Units: 1 Repeatability: No**

Prerequisites: MSCM 581B with a minimum grade of C-

Addresses the art and science of negotiation with “science” learned through readings and “art” learned through experience gained in simulated negotiations. These negotiations normally are set in a foreign country, exposing participants to nuances of conducting business abroad. Helps integrate the program with work conducted both on-line and during the residence sessions held on campus.

**MSCM 582 | DISTRIBUTION AND LOGISTICS MANAGEMENT****Units: 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****Units: 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 e involvement in organization change interventions.

**MSCM 584 | LAW, ETHICS AND CONTRACTS FOR SUPPLY CHAIN MANAGEMENT****Units: 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 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****Units: 2 Repeatability: No**

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****Units: 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 joint problem-solving.

**MSCM 599 | ADVANCED INTEGRATIVE PROJECT****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

The advanced integrative project is a sponsor-based, supply chain-based project. Projects are approved by management of the sponsoring organization and the director of S CMI and have the potential of contributing significantly to the sponsors' bottom lines. The projects may be conducted in a team environment if the project value exceeds the combined tuition of the team members. Topics addressed include team formation, developing charters, project management, quantifying financial impacts and presentation skills.

**MSCM 599A | ADVANCED INTEGRATIVE PROJECT I****Units: 1 Repeatability: No**

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.

**MSCM 599B | ADVANCED INTEGRATIVE PROJECT II****Units: 2 Repeatability: No**

Prerequisites: MSCM 599A with a minimum grade of C-

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.

## Marine Science (MARS)

**MARS 500 | CORE SEMINAR I****Units: 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 510 | OCEANOGRAPHY I: GEOLOGICAL OCEANOGRAPHY****Units: 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****Units: 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 fieldwork may be required. Prerequisite: one year of general biology, with laboratory.

**MARS 512 | OCEANOGRAPHY III: MARINE GEOCHEMISTRY****Units: 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.

**MARS 513 | OCEANOGRAPHY IV: MARINE COMMUNITY ECOLOGY****Units: 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 read and discuss classic marine ecology papers and conduct marine ecological studies in field and laboratory settings. Students will also be required to participate in a semesterlong research project.

**MARS 520 | STATISTICS****Units: 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 nonparametric methods. The main emphasis will be experimental design and choosing the most appropriate methods of statistical analysis to answer specific questions. Students will learn how to use the statistical software package R and will have the opportunity to work with their own data, if applicable. Three hours per week. Prerequisite: an undergraduate course in statistics or consent of instructor.

**MARS 552 | ELECTRON MICROSCOPY****Units: 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****Units: 4**

Prerequisites: BIOL 300

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.

**MARS 565 | MARINE MAMMALS****Units: 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****Units: 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****Units: 4**

Prerequisites: BIOL 300 with a minimum grade of C-

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****Units: 3**

Prerequisites: MARS 510 with a minimum grade of C- or MARS 512 with a minimum grade of C-

A survey of the history of the earth system focusing on ocean-atmosphere-ice sheet dynamics and their interaction on past global climate change. Topics include geologic record of past climate cycles, causal mechanisms of past climate change and the scientific basis of global warming. Three hours of lecture per week.

**MARS 574L | HISTORY OF THE EARTH AND CLIMATE LABORATORY****Units: 1**

Prerequisites: MARS 510 with a minimum grade of C- or MARS 512 with a minimum grade of C-

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.

**MARS 585 | ENVIRONMENTAL GEOLOGY****Units: 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****Units: 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****Units: 2-4**

Topics of special interest or unique opportunity. Prerequisites may be listed for these offerings.

**MARS 595 | DIRECTED READINGS****Units: 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****Units: 0.5-6 Repeatability: Yes (Can be repeated for Credit)**

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.

**MARS 597 | THESIS****Units: 0.5-1 Repeatability: Yes (Can be repeated for Credit)**

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.

## Marital & Family Therapy (MFTS)

**MFTS 500 | RESEARCH IN FAMILY THERAPY****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

Students are exposed to the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family therapy field. Family theories I covers Structural Family Therapy, Strategic Family Therapy, Bowen Family Therapy, and Behavioral Family Therapy.

**MFTS 524 | FAMILY THERAPY THEORIES II****Units: 3 Repeatability: No**

Students are exposed to the fundamental assumptions and ideas of general systems theory, and the basic premises of the various theoretical orientations within the family therapy field. Family Theories II covers Experiential family therapies, Narrative Therapy, Solution-focused Therapy, Internal Family Systems Therapy, and the process of theory integration.

**MFTS 528 | PSYCHOPATHOLOGY IN THE FAMILY****Units: 3 Repeatability: No**

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, LEGAL, & PROFESSIONAL ISSUES IN FAMILY THERAPY****Units: 3 Repeatability: No**

An examination of the most important areas of legal, ethical, and professional concern to marriage and family therapists and other mental health practitioners in California. Among the topics covered are: confidentiality; psychotherapist-patient privilege; child, elder and dependent adult abuse; reporting laws; treating dangerous patients; treating minors with and without parental consent; dual relationship issues; selected areas of family law, licensing law and regulations, scope of practice issues; ethical standards of the MFT profession; and professional identity.

**MFTS 532 | HUMAN DIVERSITY IN FAMILY THERAPY****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

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****Units: 1 Repeatability: No**

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****Units: 3 Repeatability: No**

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****Units: 2 Repeatability: No**

Prerequisites: MFTS 528 with a minimum grade of C-  
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.

**MFTS 546 | COUPLES AND SEX THERAPY****Units: 3 Repeatability: No**

The study of the major methods used to assess and treat couple problems, with an emphasis on sexual issues and the treatment of sexual disorders. Both behavioral and nonbehavioral methods and strategies are presented.

**MFTS 562 | RECOVERY-ORIENTED CASE MANAGEMENT****Units: 1 Repeatability: No**

This course will focus on the components and principles of Recovery Oriented Case Management. The course will examine the strength based, client centered advocacy and resiliency models in Recovery Oriented Case Management. The course will look at various systems of care including community, public, and private mental health and social services including how they can support Recovery Oriented Case Management. The course will address how diversity, socio-economic status, and poverty may affect, and be affected by, the implementation of Recovery Oriented Case Management. The course will examine how marriage & family therapists in their clinical practice can use Recovery-oriented Case Management to more fully serve and benefit Individuals, Couples, and Families.

**MFTS 563 | COLLABORATIVE CARE****Units: 1 Repeatability: No**

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 biopsychosocial/spiritual 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.

**MFTS 566 | INDIVIDUAL, FAMILY, AND COMMUNITY TRAUMA****Units: 1 Repeatability: No**

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.

**MFTS 567 | INDIVIDUAL, FAMILY AND COMMUNITY TRAUMA****Units: 2 Repeatability: No**

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.

**MFTS 570 | SYSTEMIC TREATMENT OF SUBSTANCE ABUSE****Units: 2 Repeatability: No**

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****Units: 1 Repeatability: No**

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****Units: 1 Repeatability: No**

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****Units: 1 Repeatability: No**

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****Units: 1 Repeatability: No**

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****Units: 1 Repeatability: No**

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****Units: 1 Repeatability: No**

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 577 | TREATMENT OF SEVERE MENTAL ILLNESS****Units: 3 Repeatability: No**

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.

**MFTS 578 | SPIRITUAL ISSUES IN FAMILY THERAPY****Units: 1 Repeatability: No**

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****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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 592 | PRACTICUM IN MFT****Units: 0 Repeatability: No**

Students receive group supervision on issues relevant to the treatment process including client-therapist match, resistance and change, assessment, treatment planning and the self of the therapist.

**MFTS 595P | PRACTICUM IN MFT 1****Units: 5 Repeatability: No**

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****Units: 5 Repeatability: No**

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****Units: 5 Repeatability: No**

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****Units: 1-5 Repeatability: No**

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****Units: 6**

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.

# Master of Accountancy (MACC)

## MACC 501 | ETHICS FOR ACCOUNTING PROFESSIONALS

### Units: 3

This course will provide students with an opportunity to further develop ethical reasoning skills necessary for accounting professionals. Students will apply these skills to commonly experienced ethical issues in practice, through use of a combination of current ethical events, case studies, class presentations, and written assignments.

## MACC 520 | FUNDAMENTALS OF PERSONAL FINANCIAL PLANNING

### Units: 3 Repeatability: No

Prerequisites: ACCT 300 and FINA 300

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.

## MACC 522 | INVESTMENT PLANNING AND RISK MANAGEMENT

### Units: 3 Repeatability: No

Prerequisites: ACCT 300 and FINA 300

This course is designed to provide a sound basis for the analysis of publicly traded securities and for the development and management of an integrated portfolio management strategy. Based on experiential learning, the instructor will combine the most recent investment theory and critical thinking with practical security analysis and portfolio management techniques. Integrated throughout the course will be an important new area of financial analysis, behavioral finance, which has critical implications on investment management activities. Included in the course construct are presentations by distinguished and practicing portfolio managers. May not receive credit for this course and GSBA 521.

## MACC 525 | FINANCIAL STATEMENT ANALYSIS FOR ACCOUNTANTS

### Units: 3 Repeatability: No

Prerequisites: ACCT 300 and FINA 300

This course develops a set of core skills essential to financial statement analysis. It covers strategic ratio analysis, cash flow analysis, pro forma financial statements, financial modeling and firm valuation using discounted cash flow and residual income models, with an emphasis on practical applications. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

## MACC 530 | INTERNATIONAL FINANCIAL ANALYSIS AND REPORTING

### Units: 3 Repeatability: No

Prerequisites: ACCT 300 with a minimum grade of C-

The study of international accounting issues is crucial for effective interpretation and analysis of financial information from companies located around the world. This course adopts a twofold approach. First, the course examines diverse financial reporting practices with an emphasis on the underlying cultural, political, institutional and economic factors. Highlighting a user's perspective, the course then develops a financial statement analysis framework for comparing published financial information of non-U.S. companies. Combining these two approaches will enable students to prepare comparative case analyses based on a country context. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

## MACC 531 | APPLIED RESEARCH FOR FINANCIAL ACCOUNTANTS AND AUDITORS

### Units: 3 Repeatability: No

Prerequisites: ACCT 300 with a minimum grade of C-

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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

## MACC 533 | ACCOUNTING ANALYTICS

### Units: 3 Repeatability: No

Prerequisites: ACCT 303

Gain hands on accounting analytics experience working with (1) Excel, Access, and ACL to analyze transaction data and perform 100% population testing test of internal controls, (2) Tableau to analyze transaction data to gain an understanding of the client and to perform a fraud risk assessment, and (3) Python to load and transform data and develop a revenue prediction model that can be used in analytical procedures.

## MACC 535 | NOT-FOR-PROFIT ACCOUNTING

### Units: 3 Repeatability: No

Prerequisites: ACCT 300 with a minimum grade of C-

This class will cover basic nonprofit accounting rules, procedures and best practices. Specifically, to gain insight on the different types of nonprofits based on their funding models and how that impacts financial systems and reporting, understand a basic set of nonprofit financial statements and know the specialized accounting rules that apply, be able to analyze the financial health of an organization using the financials, learn to navigate the form 990 and other compliance requirements, and understand the concept of internal financial controls and management's responsibility in that area.

## MACC 540 | CONTROLLERSHIP AND STRATEGIC COST MANAGEMENT

### Units: 3 Repeatability: No

Prerequisites: ACCT 302

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. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

## MACC 560 | TAX RESEARCH

### Units: 3 Repeatability: No

Prerequisites: ACCT 306

This course examines research methods used for Federal taxation. Topics include ethics, tax research methodology, primary sources of law, secondary sources of law and tax practice. Students will use electronic databases and other library resources to research fact patterns in groups and present their findings to the class. In addition, students are expected to do the necessary background reading and take related tests on the topics studied. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).



**MACC 561 | PARTNERSHIP TAXATION****Units: 3 Repeatability: No**

Prerequisites: ACCT 407

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 on-corporate tax issues, (3) learn to prepare and review common non-corporate entity tax reports, (4) develop skills in communicating tax issues and answers to clients, (5) understand non-corporate tax planning techniques, (6) understand how to creatively structure transactions consistent with current tax laws and (7) understand how the California Board of Accountancy Ethics requirements apply to taxation issues. Problem based learning (practice problems, cases and examples) will provide the core methods of classroom instruction. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**MACC 562 | ESTATE AND GIFT TAXATION AND PLANNING****Units: 3 Repeatability: No**

Prerequisites: ACCT 306

This course examines the details of three Federal transfer taxes: the estate tax, gift tax and generation skipping tax. Topics will include transfers subject to the gift tax, valuation of gifts, gift tax exclusion, gift splitting, the gross estate, deductions for transfer taxes, life insurance subject to estate tax and the determination and payment of the three taxes. Students will be expected to prepare estate and gift tax returns, research issues related to these transfer taxes and present topics to the class. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**MACC 563 | STATE AND LOCAL TAXATION****Units: 3**

Prerequisites: ACCT 306

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.

**MACC 564 | ADVANCED CORPORATE TAXATION****Units: 3 Repeatability: No**

Prerequisites: ACCT 407 with a minimum grade of C-

This course uses case studies to review corporate formations, corporate operations, corporate distributions, and S corporations. Following this review, the course examines advanced topics, including consolidated tax returns, corporate reorganizations, net operating loss limitations, and financial statement tax provisions. Students will learn the supporting law for these topics as well as practical applications similar to situations encountered within public and private corporations and within public accounting firms tax departments. (Note: Only students in the BACC/MACC/MTAX programs are eligible to register. Permission to register must be approved by the Academic Director of Graduate Accountancy Programs.).

**MACC 565 | TAXATION POLICIES AND PROCEDURES****Units: 3 Repeatability: No**

Prerequisites: ACCT 306

The world of tax procedure touches on nearly every financial and business transaction that a CPA or an accountant would encounter. Most taxpayers will instinctively turn to their accountant or CPA whenever issues about procedure arise for an explanation and for guidance. As such it is critical for CPAs and accountants to understand not only the substantive tax law also but how a typical tax dispute is resolved through federal tax procedure. This course will help CPA's and accountants navigate just that, as this course covers the procedural aspects of dealings between taxpayers and the Internal Revenue Service, the IRS Office of Professional Responsibility, the IRS Chief Counsel's Office and the Department of Justice Tax Division. CPAs and accountants in general must have comprehensive knowledge of federal tax procedure in order to competently guide their clients in this respective field.

**MACC 580 | INTERNATIONAL ACCOUNTING ISSUES****Units: 3 Repeatability: No**

Prerequisites: ACCT 300

Corequisites: MACC 581

The study of international accounting issues is crucial for effective interpretation and analysis of financial information from companies located around the world. This course examines diverse financial reporting practices with an emphasis on the underlying cultural, political, institutional, and economic factors. This course also studies business operations of multinational corporations, including foreign currency translation, transfer pricing and taxes. Note: MACC 580 and MACC 581 must be taken concurrently.

**MACC 581 | EUROPEAN ACCOUNTING BUSINESS ENVIRONMENTS****Units: 3 Repeatability: No**

Prerequisites: ACCT 300

Corequisites: MACC 580

The primary goal of the course is to immerse students in the European Accounting 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 European companies, following the local press, discussing actual business cases, and classroom experiences. In addition, the students will study the differences and similarities of management systems in Western Europe as well as other parts of the world. The course prepares business professionals to recognize the different values and cultural factors that are encountered in the international business community and how these shape and determine appropriate behavior. Note: MACC 580 and MACC 581 must be taken concurrently.

**MACC 594 | SPECIAL TOPICS****Units: 1-6 Repeatability: Yes (Can be repeated for Credit)**

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.

**MACC 598 | PROFESSIONAL ACCOUNTANCY INTERNSHIP****Units: 3 Repeatability: No**

Applied learning experience working for a business, government, or nonprofit organization in an accounting related position. Grading is Pass/Fail.

**MACC 599 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

Special or independent study usually involving empirical research and written reports.

# Masters Entry Prog in Nursing (MEPN)

## MEPN 521 | HEALTH ASSESSMENT

**Units: 3 Repeatability: No**

Corequisites: MEPN 521L

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 521L | HEALTH ASSESSMENT LAB

**Units: 0 Repeatability: No**

**Non-Core Attributes: Lab**

Corequisites: MEPN 521

This is the lab component for Health Assessment MEPN 521 and must be taken concurrently.

## MEPN 533 | CONCEPTUAL BASIS OF PROFESSIONAL NURSING PRACTICE

**Units: 2 Repeatability: No**

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 | FUNDAMENTALS OF NURSING

**Units: 3 Repeatability: No**

Corequisites: MEPN 534P

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 534L | FUNDAMENTALS IN NURSING LAB

**Units: 0 Repeatability: No**

Corequisites: MEPN 534, MEPN 534P

This is the lab portion of the Fundamentals course.

## MEPN 534P | FUNDAMENTALS OF NURSING PRACTICUM

**Units: 0 Repeatability: No**

Corequisites: MEPN 534, MEPN 534L

This is the practicum(hospital) portion of the Fundamentals course.

## MEPN 535 | INTRODUCTION TO PHARMACOLOGY IN NURSING PRACTICE

**Units: 2 Repeatability: No**

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

**Units: 4 Repeatability: No**

Corequisites: MEPN 547P

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 547P | CARE OF POPULATIONS PRACTICUM

**Units: 0 Repeatability: No**

Corequisites: MEPN 547

This is the practicum portion of this course.

## MEPN 555 | NURSING PRACTICE WITH ADULT AND OLDER ADULT PATIENTS WITH ACUTE AND CHRONIC HEALTH PROBLEMS I

**Units: 5 Repeatability: No**

Prerequisites: MEPN 534 with a minimum grade of C- and MEPN 534L with a minimum grade of C- and MEPN 534P with a minimum grade of C-

Corequisites: MEPN 555P

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 555L | NURSE PRAC W/ADULT LAB

**Units: 0 Repeatability: No**

Corequisites: MEPN 555, MEPN 555P

MEPN 555L is the lab component of MEPN 555.

## MEPN 555P | NURSING PRACTICE WITH ADULTS AND OLDER ADULT PATIENTS WITH ACUTE AND CHRONIC HEALTH PROBLEMS I PRACTICUM

**Units: 0 Repeatability: No**

Corequisites: MEPN 555

This is the practicum portion of Medical/Surgical I.

## MEPN 556 | NURSING PRACTICE WITH ADULT AND OLDER ADULT PATIENTS WITH ACUTE AND CHRONIC HEALTH PROBLEMS II

**Units: 6 Repeatability: No**

Corequisites: MEPN 556P

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 556P | NURSING PRACTICE WITH ADULT AND OLDER ADULT PATIENTS WITH ACUTE AND CHRONIC HEALTH PROBLEMS II PRACT****Units: 0 Repeatability: No**

Corequisites: MEPN 556

This course expects students to apply the nursing process for selected acute and chronic health conditions in adults and older clients. It further develops the generalist nurse's role in the care of adult and older adult patients with pathophysiological disruptions across all systems. Emphasis is placed on new content such as pathophysiological alterations in the gastro-intestinal, renal, neurological, dermatological, musculoskeletal, immune, and female and male reproductive systems; as well as evidence-based practice, ethics, critical thinking, and end of life care. The course expects students to refine their knowledge and skills to assess, diagnose, plan, implement, and evaluate patient needs, from the context of health restoration and prevention of complications and further exacerbations of the pathophysiological disruptions. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

**MEPN 557 | NURSING PRACTICE WITH PSYCH-MENTAL HEALTH CLIENTS****Units: 4 Repeatability: No**

Corequisites: MEPN 557P

Provides a general overview of clients with mental health problems. Focuses on conceptual models of psychiatric nursing management and treatment modalities. Concepts related to neuropathology, polypharmacy and psychopharmacology and their effect on the mental health of patients are introduced. Specific contexts of psychiatric nursing care are addressed. The goals of the therapeutic nurse-client relationship are also explored. Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher as necessary to pass the course.

**MEPN 557P | NURSING PRACTICE WITH PSYCHIATRIC-MENTAL HEALTH CLIENTS PRACTICUM****Units: 0 Repeatability: No**

Corequisites: MEPN 557

This course provides a general overview of clients experiencing mental health problems in the acute care setting. This course focuses on conceptual models of psychiatric nursing management and treatment modalities. Concepts related to neuropathology, poly-pharmacy and psychopharmacology, and their effect on the mental health of patients are introduced. Specific contexts of psychiatric nursing care are addressed. The dimensions and 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 are necessary to pass the course.

**MEPN 558 | NURSING PRACTICE OF THE CHILDBEARING FAMILY AND NEWBORN****Units: 4 Repeatability: No**

Corequisites: MEPN 558P

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 558P | NURSING PRACTICE OF THE CHILDBEARING FAMILY AND NEWBORN PRACTICUM****Units: 0 Repeatability: No**

Corequisites: MEPN 558

This is the practicum (hospital) portion of Obstetrics course.

**MEPN 559 | NURSING PRACTICE WITH CHILDREN WITH ACUTE AND CHRONIC HEALTH PROBLEMS****Units: 4 Repeatability: No**

Corequisites: MEPN 559P

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 559P | NURSING PRACTICE WITH CHILDREN WITH ACUTE AND CHRONIC HEALTH PROBLEMS PRACTICUM****Units: 0 Repeatability: No**

Corequisites: MEPN 559

This is the practicum portion (hospital) of the Pediatrics course.

**MEPN 560 | ADVANCED GENERALIST NURSING INTERNSHIP****Units: 5 Repeatability: No**

Corequisites: MEPN 560P

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.

**MEPN 560P | ADVANCED GENERALIST NURSING INTERNSHIP PRACTICUM****Units: 0 Repeatability: No**

Corequisites: MEPN 560

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. Emphasizes care of complex patients, identifying rapid response clinical situations by differentiating emergent, urgent, and non-emergent clinical states; developing, implementing, and evaluating evidence-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.

**MEPN 590 | ESSENTIALS OF CRITICAL CARE NURSING****Units: 3 Repeatability: No**

Focuses on the concepts and frameworks that impact and support critical care nursing of the adult patient. Explores the pathophysiology, clinical manifestations, and collaborative management of disorders commonly seen in critically ill patients. Emphasizes evidence-based therapeutic interventions to manage complex patient problems and prevent complications.

**MEPN 598 | NURSING EXTERNSHIP****Units: 1 Repeatability: No**

Applies nursing theory, process and clinical skills in an RN-precepted position within a health care agency. The agency and USD have a clinical agreement allowing students to work with geriatric, adult and/or pediatric patients and families. The purpose of this experience is to enable students to become more proficient in patient care activities while at the same time providing a needed community service. Students apply previously acquired nursing theory and skills in assigned patient care; no new nursing skills will be taught in this externship experience. Seminars are held by the School of Nursing Faculty to assess clinical progress of students and discuss clinical experiences, issues, and application of theory.

## Nurse Practitioner Track Cours (NPTC)

**NPTC 535 | PRIMARY ADULT-GERONTOLOGY HEALTH CARE: MANAGEMENT OF OLDER ADULTS WITH LONG-TERM HEALTH PROBLEMS****Units: 1-6 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 602 with a minimum grade of C- and NPTC 604 with a minimum grade of C-  
Focuses on assessment and management of complex long-term health problems in older adults by the adult/gerontology nurse practitioner. Evaluates the evidence base for screening, differential diagnosis, and management of long-term health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Incorporates theoretical perspectives of chronicity including chronic illness trajectories, psychological impact, role adaptations, and lifestyle adjustments required of long-term health problems for individuals, families, and caregivers. Analyzes the structure, regulation, and financing of the U.S. long-term health care system and the impact of various settings and support services within that system on older adults and families experiencing long-term health problems. Uses technology and information systems to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 541 | SELECTIVE CLINICAL PRACTICUM****Units: 1-15 Repeatability: No**

Clinical experiences in a primary care setting selected by the student to meet individual learning needs/career goals. Focus is on more in-depth experiential learning of the NP role in a general or more specialized area of primary care practice. Clinical supervision provided by nurse practitioner faculty and on-site preceptors and can be arranged in a variety of ambulatory care settings.

**NPTC 549 | PRIMARY PEDIATRIC HEALTH CARE: SELECTED TOPICS FOR PRIMARY CARE OF CHILDREN****Units: 1-6 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 602 with a minimum grade of C- and NPTC 604 with a minimum grade of C-  
Focuses on assessment and management of selected topics in children from birth through adolescence by the pediatric nurse practitioner in a variety of collaborative primary care settings. Evaluates the evidence base for screening, differential diagnosis, and management of pediatric health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Builds upon a foundation of knowledge of well child care; variations in growth, development, and behavior; and the in-depth management of both common and uncommon complex and chronic pediatric problems. Analyzes the structure, regulation, and financing of the U.S. health care system and the impact of various settings and support services within that system on children and families experiencing chronic health problems. Uses technology and information systems to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 602 | PRIMARY CARE I****Units: 1-6 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C-  
Analyzes principles of health promotion, health maintenance, and risk assessment across the lifespan by the nurse practitioner in primary care. Emphasizes assessment of development and health behaviors among individuals and families in the context of ethnicity, culture, and community. Related classroom, lab, and clinical experiences in selected health care and community settings provide opportunity for application of these concepts. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 604 | PRIMARY CARE IIA****Units: 1-6 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 602 with a minimum grade of B-  
Focuses on assessment and management of common acute health problems with less emphasis on chronic health problems in individuals across the lifespan in primary care settings by the nurse practitioner. Evaluates the evidence for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Incorporates technology and information systems to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care setting provide opportunity for application of these concepts. (This course is the first part of the primary Care II series). Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.



**NPTC 605 | PRIMARY CARE IIB****Units: 1-6 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 602 with a minimum grade of B- and NPTC 604 with a minimum grade of B-  
 Focuses on assessment and management of common chronic health problems with less emphasis on acute health problems in individuals across the lifespan in primary care settings by the nurse practitioner. Evaluates the evidence for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Technology and information systems are incorporated to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care setting provide opportunity for application of these concepts. (This course is the second part of the primary Care II series.).  
 Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 608 | PRIMARY CARE IIIA****Units: 1-7 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 602 with a minimum grade of B- and NPTC 604 with a minimum grade of B- and NPTC 605 with a minimum grade of B-  
 Focuses on assessment and management of common complex and/or unstable acute and chronic health problems in individuals across the lifespan in primary care settings by the nurse practitioner. Evaluates the evidence base for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Uses technology, information systems, and business principles to improve patient outcomes and access to care. Related classroom, lab, and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. (This course is the first part of the Primary Care III series.).  
 Note: Successful completion of both the theory and clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 609 | PRIMARY CARE IIIB****Units: 1-7 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 602 with a minimum grade of B- and NPTC 604 with a minimum grade of B- and NPTC 605 with a minimum grade of B- and NPTC 608 with a minimum grade of B-  
 Focuses on assessment and management of common complex and/or unstable acute and chronic health problems and emergencies in individuals across the lifespan in primary care and long-term care settings by the nurse practitioner. Evaluates the evidence base for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Incorporates an innovative approach to a clinical problem using technology, information systems, and business principles. Related classroom, lab, and clinical experiences in selected primary care and long-term care settings provide opportunity for application of these concepts. (This course is the second part of the Primary Care III series.).  
 Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 610 | FNP IN EMERGENCY CARE****Units: 4-15 Repeatability: No**

Prerequisites: APNC 520 with a minimum grade of B- and APNC 521 with a minimum grade of B- and APNC 523 with a minimum grade of B- and NPTC 602 with a minimum grade of B- and NPTC 604 with a minimum grade of B- and NPTC 605 (Can be taken Concurrently)  
 Focuses on assessment and management of individuals across the lifespan in emergency care settings by the nurse practitioner. Evaluates the evidence base for screening, differential diagnosis, and management of health problems, including pharmacological and non-pharmacological treatment modalities in a culturally appropriate manner. Incorporates an innovative approach to a clinical problem using technology, information systems, and business principles. Related classroom, lab, and clinical experiences in selected emergency 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: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 611 | FOUNDATIONS OF PSYCHIATRIC ASSESSMENT****Units: 3 Repeatability: No**

Corequisites: APNC 520, APNC 521  
 First of three courses providing fundamental conceptual basis for the APRN-PMH clinical sequence of courses. Focuses on the knowledge necessary for the comprehensive assessment and identification of common and complex psychiatric conditions. Emphasis is on interviewing, differential diagnosis, and oral and written presentation of findings. Explores the role of the psychiatric nurse practitioner related to interdisciplinary practice. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

**NPTC 612 | FOUNDATIONS OF PSYCHOPHARMACOLOGY****Units: 5 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and APNC 523 with a minimum grade of C- and NPTC 611 with a minimum grade of B-  
 Second of three courses providing fundamental conceptual basis for the APRN-PMH clinical sequence of courses. Provides an evidence-based understanding of neuroscience and pharmacotherapeutics for patients with mental health conditions. Builds on previous knowledge of assessment and differential diagnosis of psychiatric disorders. Establishes a foundation for decision-making necessary for initiating, monitoring, and modifying pharmacological treatment plans for mental health conditions. Incorporates the legal and regulatory requirements related to NP practice in California. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

**NPTC 613 | FOUNDATIONS OF PSYCHOTHERAPY****Units: 5 Repeatability: No**

Prerequisites: NPTC 611 with a minimum grade of B- and NPTC 612 with a minimum grade of B- and NPTC 521 with a minimum grade of C- and NPTC 523 with a minimum grade of C-

Third of three courses providing fundamental conceptual basis for the APRN-PMH clinical sequence of courses. Introduces the management of individuals with mental health disorders focusing on integration of selected evidence-based psychotherapy modalities. Teaches case formulation and treatment planning based on the recovery and biopsychosocial models. Incorporates an understanding the individual client in the context of family, sociocultural, and group systems. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

**NPTC 614 | APPLIED PSYCHOTHERAPEUTICS WITH ADULTS - I****Units: 5 Repeatability: No**

Prerequisites: NPTC 611 with a minimum grade of B- and NPTC 612 with a minimum grade of B- and NPTC 613 with a minimum grade of B-

First of three courses introducing the management of adults and older adults with mental health disorders. Focuses on the integration of selected evidence-based interventions from psychotherapy and psychopharmacology. Develops cognitive-behavioral psychotherapy case conceptualization and treatment planning skills. Selects and applies appropriate treatment interventions for individuals with mood, anxiety, obsessive-compulsive, and trauma/stress-related disorders. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

**NPTC 615 | APPLIED PSYCHOTHERAPEUTICS WITH ADULTS - II****Units: 5 Repeatability: No**

Prerequisites: NPTC 611 with a minimum grade of B- and NPTC 612 with a minimum grade of B- and NPTC 613 with a minimum grade of B- and NPTC 614 with a minimum grade of B-

Second of three courses on the management of adults and older adults with mental health disorders. Focuses on the integration of selected evidence-based interventions from psychotherapy and psychopharmacology. Develops supportive and group psychotherapy case conceptualization and treatment planning skills. Selects and applies appropriate treatment interventions for individuals with psychotic disorders, substance use disorders, and personality disorders. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

**NPTC 617 | APPLIED PSYCHOTHERAPEUTICS WITH CHILDREN & ADOLESCENTS – I****Units: 5 Repeatability: No**

Prerequisites: NPTC 611 with a minimum grade of B- and NPTC 612 with a minimum grade of B- and NPTC 613 with a minimum grade of B- and NPTC 614 with a minimum grade of B- and NPTC 615 with a minimum grade of B- and NPTC 616 with a minimum grade of B-

First of two courses on the management of children and adolescents with mental health and/or behavioral disorders. Incorporates child/adolescent development and family systems in the assessment and treatment of children/families. Focuses on the integration of selected evidence-based interventions from psychotherapy and psychopharmacology. Selects and applies appropriate treatment interventions for anxiety, depressive and neurodevelopmental disorders. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

**NPTC 618 | APPLIED PSYCHOTHERAPEUTICS WITH CHILDREN & ADOLESCENTS – II****Units: 5 Repeatability: No**

Prerequisites: NPTC 611 with a minimum grade of B- and NPTC 612 with a minimum grade of B- and NPTC 613 with a minimum grade of B- and NPTC 614 with a minimum grade of B- and NPTC 615 with a minimum grade of B- and NPTC 616 with a minimum grade of B- and NPTC 617 with a minimum grade of B-

Second of two courses on the management of children and adolescents with mental health and/or behavioral disorders. Incorporates child/adolescent development and family systems in the assessment and treatment of children / families. Focuses on the integration of selected evidence-based interventions from psychotherapy and psychopharmacology. Selects and applies appropriate treatment interventions for bipolar, psychotic, trauma/stress-related, substance-use, and eating/elimination disorders. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved to successfully complete the course.

**NPTC 624 | PMHC III: PSYCHOPHARMACOLOGY****Units: 5 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and APNC 523 with a minimum grade of C- and NPTC 627 with a minimum grade of B- and NPTC 651 with a minimum grade of B-

Provides an evidence-based knowledge of pharmacotherapeutics for patients with mental health conditions across the lifespan including special populations. Establishes a foundation for decision-making necessary for initiating, monitoring, and modifying pharmacological treatment plans for mental health conditions. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 627 | PMHC I: BIOPSYCHOSOCIAL FOUNDATIONS OF BEHAVIOR & PSYCHOPATHOLOGY****Units: 4 Repeatability: No**

Corequisites: APNC 521

Presents a multidisciplinary, evidence-based approach to the understanding of normal and abnormal human behavior across the lifespan. Emphasizes genetic, neurobiological, developmental, interpersonal, sociocultural, and environmental perspectives of behavior and behavioral change. Provides the fundamental conceptual basis for the APRN-PMH clinical sequence of courses. Focuses on the psychiatric nurse practitioner's application of the principles of health promotion, health maintenance, and risk assessment with individuals across the lifespan. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 651 | PMHC II: PSYCHIATRIC ASSESSMENT & DIAGNOSES****Units: 4 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 627 with a minimum grade of B-

Focuses on the knowledge necessary for the comprehensive assessment and management of common and complex psychiatric conditions across the lifespan. Emphasis is on interviewing, differential diagnosis, psychopathology, case formulation and initial treatment planning of mental health disorders. Explores the role of the psychiatric nurse practitioner related to interdisciplinary practice. Classroom and clinical experiences in selected inpatient and community settings provide opportunities for application of theoretical concepts with individuals across the lifespan. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 653 | PMHC IVA: INDIVIDUAL PSYCHOTHERAPY I****Units: 7 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 627 with a minimum grade of B- and NPTC 651 with a minimum grade of B-

Introduces the management of individuals with mental health disorders across the lifespan focusing on selected evidence-based psychotherapy modalities. Builds on previous coursework based on the biopsychosocial model. Develops fundamental psychological case conceptualization skills and conducts appropriate treatment interventions for common and complex conditions. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 655 | PMHC IVB: INDIVIDUAL PSYCHOTHERAPY I****Units: 5 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 627 with a minimum grade of B- and NPTC 651 with a minimum grade of B-

Builds on the content and skills acquired in NPTC 653. Explores psychotherapeutic modalities in more depth and expands skills in formulating cases with children and adults along with their expertise in utilizing selected evidence-based interventions. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

**NPTC 657 | PMHC V: PSYCHOTHERAPY WITH GROUP AND FAMILY SYSTEMS****Units: 5 Repeatability: No**

Prerequisites: APNC 521 with a minimum grade of C- and NPTC 627 with a minimum grade of B- and NPTC 651 with a minimum grade of B- and NPTC 653 with a minimum grade of B-

Focuses on the theory relevant to systems dynamics including group and family psychotherapy. Emphasizes preparing students to make comprehensive assessments and determine appropriate interventions when working with individuals in complex systems. Note: Successful completion of both the theory and the clinical components of the course with a letter grade of B- or higher is necessary to pass the course. In addition, a minimum 80% examination average must be achieved in order to successfully complete the course.

## Peace and Justice Studies (KROC)

**KROC 500 | FOUNDATIONS: PEACE, JUSTICE & SOCIAL CHANGE****Units: 3 Repeatability: No**

The course introduces students to a series of big ideas for making the world more peaceful and just, and how to apply them in shaping their own lives and careers of purpose. The first half of the course features lectures and discussion sections that explore foundational theories behind peace, justice, and social innovation, where they overlap, and where they are in tension. The second half of the course explores specific fields of inquiry and practice in a more intimate setting, with an emphasis on comparing diverse approaches to common problems. Throughout the course, students will be challenged not simply to learn a spectrum of ideas and practices, but to understand how they fit together, where and how to learn more, and how to craft their own educational and professional trajectories so that they can part of the change they want to see in the world. This process has four essential elements: 1) building an inclusive, resilient, and productive culture; 2) getting everyone up to speed on the defining aspects of our field; 3) introducing the unique expertise and experience of Kroc School faculty and staff; and 4) helping you to turn your passion for positive social change into a career.

**KROC 510 | LEADERSHIP AND ORGANIZATIONS****Units: 3 Repeatability: No**

Students in this course gain understanding about their personal purpose, goals and leadership style and begin to create their own plan to gain agency and grow as adaptive leaders. The course prepares students to become effective leaders in the peace and justice field by bringing core concepts and theories about leadership, organizations and change alive through experiential learning, case analysis, individual assessment, and self-reflection.

**KROC 511 | PEACE AND CONFLICT ANALYSIS****Units: 3 Repeatability: No**

This course is designed to familiarize students with the interdisciplinary fields of peace and conflict analysis, providing an overview of core concepts of contemporary theory and practice. The course will examine frameworks for analyzing the origins and processes of social conflict and violence, and leading practical approaches to the conduct and evaluation of conflict resolution interventions. Our study will focus on intergroup and international levels of analysis, highlighting the roles of culture, identity, power, relational dynamics, and social structures. The first half of the course emphasizes conflict analysis; the second half emphasizes approaches to conflict resolution. The course will employ diverse methods and media, including lectures, discussions, interactive exercises, film, written assignments, and a project proposal development. The course features experiential learning activities that provide opportunities for practical application of course concepts. Active participation in every class is essential; readings are always necessary but never sufficient for learning the material.

**KROC 512 | INTERNATIONAL JUSTICE & HUMAN RIGHTS****Units: 3 Repeatability: No**

This course is an introduction to human rights at the level of intellectual theory and discourse and at the level of “real world” action, controversy and struggle. It examines the moral, philosophical, legal and political bases for international human rights, as well as the complex cocktail of actors and organizations involved in human rights advocacy and enforcement. Other specific topics—including transitional justice, R2P, torture, the law of war, and gender-based repression—will vary from semester to semester and instructor to instructor.

**KROC 513 | PROGRAM DESIGN, MONITORING & EVALUATION****Units: 3 Repeatability: No**

Starting with a solid understanding of the evolution of thinking and practice among key development and peacebuilding actors, this course is designed to prepare students to design, monitor and evaluate peacebuilding programs and project. Students will not only understand best practices in project design and management but also learn the skills and tools necessary to effectively carry out projects.

**KROC 514 | INTERNATIONAL SYSTEM****Units: 3 Repeatability: No**

In a rapidly globalizing world, problems such as financial crises, poverty, violent conflicts, humanitarian disasters, pandemics and cybercrime are increasingly transnational in nature and cannot be solved solely by sovereign states acting individually or collectively. This course is designed to provide a big picture analysis of global governance and its interlocking elements. This includes an introduction to international organizations and multilateralism in a state-based international system and an examination of the political dynamics and key players of global governance in the post-Cold War era. It aims to enable students to understand the system’s strengths and limitations and how to make it work better at the micro, meso and macrolevels.

**KROC 515 | ENVIRONMENTAL PEACE & JUSTICE****Units: 3 Repeatability: No**

Evidence is mounting that unprecedented economic growth experienced by human societies has induced a state of crisis for the Earth’s ecological systems. Many of the public goods provided by them – fresh water, clean air, abundant fisheries, nutritious soils, low sea levels, and moderate weather, to name a few – are increasingly at risk. Their failure poses existential threats to the societies humans have collectively built over millennia, and heightens the risk of violent conflict. This course will critically examine connections between the three legs of the proverbial sustainable development stool: environment, economy, and peace. We will explore specific issues in an applied, place-based framework, focusing on ways of understanding larger challenges as they manifest themselves in the San Diego region. We will also ask fundamental questions about environmental sustainability: How do current development paradigms create environmental conflicts? What role can we expect technology to play in offsetting our ecological impact or solving our conflicts over scarce resources? What does environmental justice look like? And ultimately, what are our prospects for peace and progress in the face of environmental peril? Class time will be spent on a combination of exploratory field trips, discussions, debates, and participatory community engagement. Deliverables will include reflective journal-keeping, an issue brief, a policy memo, and a final project.

**KROC 520 | GLOBAL CHALLENGES****Units: 3 Repeatability: No**

This course follows a systems perspective to explain major challenges of the 21st century, which are included in the Sustainable Development Millennium goals: poverty, hunger, environmental degradation, environment and violent conflict, among others. A systems perspective of current challenges and their causes expand student capabilities for framing problems and designing solutions. In examining major challenges, students also learn about emerging models of leadership, organization and collaboration seeking to address those issues.

**KROC 521 | SOCIAL INNOVATION****Units: 3 Repeatability: No**

In this introductory course to social innovation, students are introduced to the strategies and processes for creating social change through innovation. Students learn by interacting with social and political entrepreneurs, activists, organizations, and social movements in San Diego/Tijuana. Students analyze cases of individuals and groups who have catalyzed important positive social change through different organizational platforms – in the market, in government, within the nonprofit sector, and increasingly in the space between these three sectors. Throughout the course, students examine social innovation connecting field experiences with readings and in-class discussions. They are introduced in action to the tools and methodologies of participatory innovation, design thinking and measurement and evaluation.

**KROC 522 | IMPACT EVALUATION****Units: 3 Repeatability: No**

Social innovation must be translated into actionable initiatives to achieve their intended goals. This course is designed to prepare students to design, monitor and evaluate social innovation initiatives. It provides essential knowledge for program design and management, including logical frameworks for monitoring and evaluation. Through this course students learn the skills and tools needed to implement basic methods used in impact evaluation, think critically about the issues involved with evaluating programs and apply various types of tools to systematize the planning, implementation, monitoring and evaluation of projects throughout the project cycle. This course will include an applied project conducted for a community organization.

**KROC 523 | SOCIAL ENTREPRENEURSHIP****Units: 3 Repeatability: No**

How can we translate ideas into sustainable initiatives with social impact? In this course students develop the mindset and capabilities of entrepreneurs or intrapreneurs for social change. Through the design of real world projects, students learn key elements for designing sustainable initiatives that create a new social equilibrium better than what existed before: value proposition, financial modeling, measurement and evaluation, among others.

**KROC 524 | SOCIAL INNOVATION PRACTICUM****Units: 3 Repeatability: No**

This is a course where students integrate theory and practice to address real-world problems faced by organizations and communities seeking to create social change. Acting as consultants, students acquire knowledge of real-world constraints and opportunities faced by organizations leading social change. Students learn ways to work in teams with organization or community partners for effective co-design of solutions, as they practice resourcefulness and creativity in problem-solving.

**KROC 530 | CONFLICT ANALYSIS & RESOLUTION****Units: 3 Repeatability: No**

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.

**KROC 531 | INTERVENTION DESIGN****Units: 3 Repeatability: No**

The Intervention Design course is a required course for the MS-CMR program. It provides a framework for students to synthesize and apply knowledge and practical skills gained during the program to create a specific conflict management/resolution project. The course is also a chance to create a key Kroc School Portfolio item that students can showcase to prospective employers, donors, or partners.



**KROC 532 | NEGOTIATIONS****Units: 3 Repeatability: No**

Negotiation is the most widely used means of conflict management. The aim of this course is to develop your understanding of the principles, strategies, and tactics of effective negotiation in emotionally charged conflict situations. The role of identity – culture, gender, religion, nationality, class – will be mainstreamed throughout the course. Case studies and hands-on simulations will cover a variety of multi-issue, multi-party negotiations involving territorial and ethnic conflict, environmental justice, and post-conflict reconciliation. Each case involves both material concerns and underlying social-psychological interests. This course emphasizes the power of symbols, rules and norms, and regime and relationship building for cooperative ventures, governance and conflict prevention.

**KROC 533 | MEDIATION****Units: 3 Repeatability: No**

This course will focus on skills-building in mediation. Students will learn and practice a variety of tools and methods of mediating conflicts and disputes. Our experiential class will be divided between learning the traditional mediation skills, practice, and theory, including the benefits and limitations of mediation as a dispute resolution method on the one hand, and alternative approaches to mediation on the other. The alternative models will include the needs analysis-based Problem-Solving Workshop, the narrative analysis-based Mediation of History, and the Evolving Designs model aimed at work in multi-party environments. After taking this course, students will be able to: differentiate among various mediation processes; distinguish between interest-based and needs-based approaches; differentiate between the traditional and alternative mediation practices; demonstrate awareness in regard to ethical dilemmas of mediation practices; possess the skills to serve as a mediator; design and lead context-appropriate mediation processes.

**KROC 570 | WAR, GENDER AND PEACEBUILDING****Units: 2 Repeatability: No**

This course explores the peacebuilding roles that women play in conflict zones around the world. Like traditional courses, it will include an introduction to gender and peacebuilding and an analysis of women's leadership in human rights activism and conflict resolution. However, this unique course is built around the involvement of four women peacemakers from conflict zones around the world who will play an active role in the classroom and help us explore how power, oppression, and gendered identities contribute to war and peace from the personal to the societal levels. Through a series of expert lectures, case studies, interactive exercises, and mixed media presentations, students will gain increased understanding about gender and peacebuilding, including the gendered drivers of conflict, and the different roles women and men play supporting, preventing, mitigating, and resolving conflict.

**KROC 571 | IMMIGRATION AND ASYLUM IN PRACTICE****Units: 3 Repeatability: No**

The course begins with a comprehensive review of the origins and substance of U.S. immigration and asylum law, with a special emphasis on how they interface with the broader history of international humanitarian and human rights norms. Students will then work with staff of the Trans-Border Initiative (TBI) to provide expert testimony for asylum claims filed by individuals fleeing persecution in contemporary Mexico and Central America. Working with the most important national and local networks of pro bono immigration attorneys in the country, the students will assist TBI staff in verifying and reinforcing the most important facts and claims in each case, and preparing effective, thorough, and well-documented expert testimony. Students will mobilize the underlying research and their experience working on the individual cases to develop policy briefs of specific aspects of immigration and asylum policy. Each student will produce a significant written contribution to at least one actual asylum case, one fact sheet, and one policy brief to be published by TBI. In addition to a broad introduction to immigration and asylum law grounded in the practice of real-world cases, the students will learn to work collaboratively, designing and dividing up particular research tasks on hard deadlines, and they will learn to ask effective questions of the lawyers, the asylum seekers, and a variety of experts. The course will meet once per week for 3 hours, and students will be expected to complete approximately 10 hours per week of reading and research.

**KROC 572 | TRANSITIONAL JUSTICE****Units: 3 Repeatability: No**

This course examines the range of possible legal, institutional and policy frameworks that have been marshaled in an attempt to respond to large-scale human rights atrocities in the wake of conflict, from tribunals to truth commissions and beyond. It also examines debates about stopping ongoing mass atrocities through "humanitarian intervention" and the "responsibility to protect" doctrine.

**KROC 573 | APPLIED PEACE EDUCATION IN MEXICO****Units: 3 Repeatability: No**

How can universities teach peacebuilding to people in dangerous situations without resorting to hand-wringing paternalism or simply using other people's misfortunes as teachable material? This is the guiding question behind: "Teaching Applied Peace Education in Mexico." Students serve as facilitators for the Trans-Border Initiative's "diplomado" [certificate program] in Applied Peace Education, given in collaboration with local educational institutions and civil society organizations in the areas of Mexico most affected by the drug war. The program is designed for the leaders of non-governmental organizations, civil servants, and local university students interested in building sustainable peace in Mexico. The USD student facilitators travel to Mexico with TBI staff and attend the seminars, where they learn a broad interdisciplinary curriculum in Applied Peace Education along with the local participants. The curriculum presents seven interconnected paths to sustainable peace: human rights, citizenship, history and memory, conflict resolution, social innovation, digital technology, and ecology. The student facilitators lead group exercises and discussions that reinforce the course material and assess its local relevance. In weekly meetings between each seminar, the student facilitators help TBI staff to tailor the material to local demands, to design and redesign the group exercises to maximize their effectiveness, and hone their own skills as discussion leaders and facilitators. Each diplomado program carries out a collaborative or "hive model" research project, where TBI leverages the local insight, experience, and connections of the seminar participants to produce useful knowledge about the most pressing local problems of peace and justice. The student facilitators participate in the design, implementation, and analysis of the research project and produce a final report for publication in collaboration with TBI. In the process, the student facilitators receive formal training in conducting ethical and effective interview-based research and intensive mentoring from TBI staff.

**KROC 574 | HUMAN RIGHTS ADVOCACY****Units: 3 Repeatability: No**

An examination of the actors and organizations conducting modern-day human rights advocacy and the techniques central to their work, including fact-finding, monitoring, report writing and media work. The course provides a balance of practical skill development (interviewing, press release writing) and critical-reflective examination of the ethical and strategic dilemmas faced by human rights advocates today.

**KROC 575 | ENGINEERING PEACE****Units: 3 Repeatability: No**

Students from the School of Engineering and the School of Peace Studies come together to design a drone that will have a positive impact on society. They have the opportunity to work on an interdisciplinary team in a semester-long project-based course. The course is rooted in the social sciences and starts with an investigation of what it means to be an engineer or a peacebuilder. This is followed by the engineering challenge of building a drone. Throughout the semester students will develop entrepreneurial skills as they identify an unmet social need and design a drone for positive social impact.

**KROC 590 | SPECIAL TOPICS SEMINAR****Units: 2 Repeatability: Yes (Can be repeated for Credit)**

A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

**KROC 592 | WORKSHOPS****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

A workshop focusing on a special topic or unique opportunity in peace and justice, conflict management and resolution, or social innovation. Workshop content and structure will differ depending on instructor. See learning objectives for more information about the course, and consult your advisor for the workshop's course description.

**KROC 593 | FIELD-BASED PRACTICUM****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

The Kroc School's field-based courses create a space for students to apply classroom knowledge in the field within creative and structured environments. The field-based course includes three common elements: a) an applied curriculum, b) the opportunity to interact with practitioners from communities affected by violence and injustice, and c) experience in implementing collaborative projects in the field. Students' work will be guided by USD's core humanistic principles, emphasizing how to look at individuals and communities in a holistic manner. See learning objectives for more information about the course, and consult your advisor for the course description.

**KROC 594 | SPECIAL TOPICS COURSE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

A course focusing on a special topic in peace and justice studies, conflict management and resolution, or social innovation. The course content and structure will differ depending on instructor. See learning objectives for more information about the specific course, and consult your advisor for the full course description.

**KROC 595 | READING GROUP****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

A reading group on a special topic in peace and justice, conflict management and resolution, or social innovation. The reading group's content and meeting times will differ depending on the instructor. See learning objectives for more information about the specific course, and consult your advisor for the reading group's description.

**KROC 596 | INTERNSHIP PREPARATION****Units: 0 Repeatability: No**

This is a 0-unit mandatory seminar to prepare students in the Master of Arts in Peace & Justice program to identify internship placements in line with their career goals and to prepare for their internship experiences.

**KROC 597 | PROFESSIONAL PORTFOLIO****Units: 1 Repeatability: No**

The Kroc School equips changemakers. This course will help you to link the concepts, skills, and work-products developed in your time here with the professional requirements of the industry you wish to enter or return to upon graduation. In particular, this course will provide the time and support required to compile a professional portfolio comprised of the items specified by your degree program. The Portfolio contains a Curriculum Vitae highlighting your accomplishments to date, a cover letter, and a reflective essay, which serves as a coherent framework for drawing together lessons learned from your studies, and articulates your professional goals and trajectory. The rest of the Portfolio is comprised of work products from portfolio-eligible projects in your courses such as policy memos, strategy memos, articles, and grant applications. During class meetings we will work to identify and refine these work products, and how to showcase your accomplishments for a professional audience.

**KROC 598 | INTERNSHIP (IN-ORGANIZATION EXPERIENCE)****Units: 0 Repeatability: No**

Prerequisites: KROC 596 with a minimum grade of C-

This course involves participation in an internship related to one of the four areas of specialization within the Peace and Justice Studies Master's curriculum: conflict analysis and resolution, development, human rights, or human security. Internship placements will take place during the summer with a follow-up course in the fall semester. It is open only to students in the Peace and Justice Studies Master's Program. Grading for the course will be on a Pass/Fail basis.

**KROC 599 | INDEPENDENT STUDY****Units: 1-3 Repeatability: Yes (Repeatable if topic differs)**

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.

## PhD in Nursing (PHDN)

**PHDN 601 | PHILOSOPHY OF SCIENCE IN NURSING****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

Focuses on theory building, the nature of theory formation, critical analysis and synthesis of theoretical frameworks.

**PHDN 607 | APPLIED STATISTICS AND QUANTITATIVE RESEARCH METHODS****Units: 3 Repeatability: No**

Examines a variety of quantitative research designs, data collection and statistical analysis procedures appropriate to each. Students interpret statistical computer output.

**PHDN 608 | APPLICATIONS OF MULTIVARIATE STATISTICS****Units: 3 Repeatability: No**

Prerequisites: PHDN 607 with a minimum grade of B-

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.

**PHDN 609 | DATA MANAGEMENT****Units: 3 Repeatability: No**

This course is designed to enhance the student's competence in management of data in the conduct of research. It provides interactive experiences to create datasets or analyze existing data sets. Students input and analyze data, read outputs, and report data in table and narrative formats. Students gain experience in preparing data based presentations using tables, graphs, and charts.

**PHDN 610 | MIXED METHODS RESEARCH****Units: 3 Repeatability: No**

Prerequisites: PHDN 670 with a minimum grade of B- and PHDN 673 with a minimum grade of B-

Overviews mixed methods research (MMR) approaches and explores the epistemological and paradigmatic implications of MMR. Examines the types of research problems addressed by mixing quantitative and qualitative methods of inquiry, the major types of MMR designs, data collection strategies, data analysis and integration of quantitative and qualitative data in reporting findings. Prepares students to critique, design and, conduct mixed methods research. Throughout the course attention will be given to the process of developing a MMR proposal and producing publishable mixed methods studies.

**PHDN 612 | SEMINAR IN PATIENT ENGAGEMENT AND HEALTH TECHNOLOGY****Units: 3 Repeatability: No**

This course provides an interdisciplinary examination of the principles and concepts of patient engagement and patient activation as they relate to health, health care, and research methodology. Students will also become more familiar with the concurrent and related growth of patient centered outcomes research and the proliferation of health – related technology, including the electronic health record, the patient portal, personalized health data trackers (e.g. Fitbits), and computer/telephone applications. In addition, students will have an opportunity to apply this knowledge to their own area of research by creating a participatory research project proposal addressing an element of patient engagement and patient-centered outcomes methodology applicable to their scholarly expertise or organizational need.

**PHDN 640 | BIOETHICAL ISSUES IN NURSING****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

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****Units: 1 Repeatability: No**

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****Units: 1 Repeatability: No**

Provides the ethical implications and application for research, policy, education, and practice.

**PHDN 652 | DISSERTATION RESEARCH****Units: 1 Repeatability: No**

Development of original research with faculty mentor. An emphasis on the preparation of a critique-based literature review and methodological issues.

**PHDN 653 | DISSERTATION RESEARCH****Units: 1-3 Repeatability: No**

Ongoing development of original research with faculty mentor. An emphasis on the development of an in-depth, detailed plan for data collection for the dissertation.

**PHDN 654 | NURSING RESEARCH SEMINAR****Units: 3 Repeatability: No**

Provides support for the actual conduct of the dissertation with emphasis on commonly encountered challenges to data collection and management. Addresses the process and procedures for proposal presentation, IRB submission, final presentation and submission of the dissertation.

**PHDN 655 | NURSING RESEARCH SEMINAR****Units: 1 Repeatability: Yes (Can be repeated for Credit)**

Provides support for the finalization of the dissertation. After the completion of 15 units of dissertation research (six units of PHDN 650-653, three units of PHDN 654, and six units of PHDN 695), candidates must continue to register for PHDN 695 (1 unit) and PHDN 655 (1 unit) each semester to maintain candidacy until the dissertation is completed.

**PHDN 670 | QUANTITATIVE DESIGNS IN RESEARCH****Units: 3 Repeatability: No**

Prerequisites: PHDN 601 with a minimum grade of C- and PHDN 607 with a minimum grade of C-

Critical analysis of scientific inquiry using advanced nonexperimental (descriptive and correlational) and experimental (quasi- and true experimental) quantitative research designs. Emphasizes application of advanced statistical analyses related to specific research designs.

**PHDN 672 | PSYCHOMETRIC THEORY AND MEASUREMENT****Units: 3 Repeatability: No**

Prerequisites: PHDN 602 with a minimum grade of B- and PHDN 608 with a minimum grade of B- and PHDN 673 with a minimum grade of B- 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****Units: 3 Repeatability: No**

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 676 | THE PRACTICE OF QUALITATIVE RESEARCH****Units: 3 Repeatability: No**

Prerequisites: PHDN 673 with a minimum grade of B-

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).

**PHDN 677 | ADVANCED QUANTITATIVE DESIGNS IN RESEARCH****Units: 3 Repeatability: No**

Prerequisites: PHDN 670 with a minimum grade of B-

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. (Required for students using quantitative methods in dissertation research).

**PHDN 683 | COMMUNICATING NURSING KNOWLEDGE****Units: 3 Repeatability: No**

An in-depth exploration of the role of teaching in communicating nursing scholarship in academic settings in nursing. Students will critically analyze all aspects of courses design and evaluate the evidence behind different recommended best practices. Through designing and presenting a variety of knowledge dissemination approaches and critiquing other's presentations, student will gain experience and confidence in matching dissemination strategies to identified learning objectives.

**PHDN 684 | SEMINAR IN GRANT WRITING****Units: 3 Repeatability: No**

Addresses all aspects of grant writing, including funding sources, proposal writing and management of funded projects.

**PHDN 685 | WRITING FOR PUBLICATION****Units: 3 Repeatability: No**

Focuses on scholarly writing in professional nursing. Emphasizes manuscript development for submission for publication. Address multiple venues and publication formats, as well as ethical and legal issues in publishing.

**PHDN 687 | INNOVATIONS IN NURSING EDUCATION****Units: 3 Repeatability: No**

Explores theoretical foundations and educational philosophies fundamental to nursing education. Innovative teaching strategies and technological approaches to professional education are presented. Experienced faculty/students discuss challenges encountered in teaching nursing students in diversified classrooms.

**PHDN 688 | PALLIATIVE CARE : THEORY AND PRAXIS****Units: 3 Repeatability: No**

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****Units: 3 Repeatability: No**

Examines theoretical and empirical explanation of health promotion on the well-being of individuals, families, and communities. The course encourages students to complete reviews of evidence-based research and the effectiveness of health promotion programs, health counseling, and communication including health education principles, evaluation methods, and funding opportunities. Synthesis of the literature in relation to student research interest is required to support the development of a dissertation/project relevant to a health promotion concern.

**PHDN 690 | THEORY AND RESEARCH IN EXECUTIVE LEADERSHIP****Units: 3 Repeatability: No**

This course focuses on select theories and research regarding executive leadership. It emphasizes the internal and external factors substantively affecting executive leadership. Interactive learning experiences encourage self-reflection regarding positive and negative aspects of one's leadership style and potential methods for enhancing these skills. Students will have the opportunity to participate in a pilot study regarding executive leadership to enhance interviewing, data gathering, and analytic expertise.

**PHDN 693A | RESEARCH RESIDENCY****Units: 3 Repeatability: No**

This experience is related to the research focus of the mentor. The mentor may be a USD faculty member or researcher in another institution. Students are expected to participate in all aspects of the researcher role, including but not limited to grant development, data collection, data management, data analysis, team meetings, clinical aspects, and poster or manuscript preparation.

**PHDN 693B | TEACHING RESIDENCY****Units: 3 Repeatability: No**

Students are expected to participate in classroom and clinical teaching experiences and all facets of the educator role including planning, implementation, and evaluation aspects of teaching-learning experiences. Lesson plans and development of web-based course materials are part of this experience.

**PHDN 693C | EXECUTIVE NURSE LEADER RESIDENCY****Units: 3 Repeatability: No**

Designed for 1. Knowledge acquisition of the nurse scientist role in executive practice (practice, the academy, and policy); and 2. To develop the knowledge and skills necessary to apply leadership concepts, skills, and decision making in the design, implementation, oversight, and accountability in complex systems. The student is expected to participate in all aspects of the executive role and/or a specific research project as mutually defined.

**PHDN 694 | SPECIAL TOPICS IN NURSING RESEARCH****Units: 3 Repeatability: No**

In-depth study of a research method, targeted review of the literature or a dissertation related topic under the guidance of the dissertation chairperson. A publishable paper or poster presentation is an expected outcome.

**PHDN 695 | DISSERTATION****Units: 1-9 Repeatability: Yes (Can be repeated for Credit)**

Development and implementation of original research. Provides support for the finalization of the dissertation. After the completion of 15 units of dissertation research (six units of PHDN 650-653, three units of PHDN 654, and six units of PHDN 695), candidates must continue to register for PHDN 695 (1 unit) and PHDN 655 (1 unit) each semester to maintain candidacy until the dissertation is completed.



**PHDN 697 | SEMINAR IN HEALTH EQUITY AND DISPARITY RESEARCH****Units: 3 Repeatability: No**

This course examines the concept of social determinants of health and their role in achieving population health equity. Several theoretical frameworks used in studying health disparities will be explored with a comprehensive overview of risk factors related to social determinants of health and their role in observed health disparities in the United States will be provided. In addition, students will consider trends and patterns of disparity and inequity that impact health care access, quality of health care, and health outcomes within social, cultural, political, economic, and environmental contexts using a systematic, multidisciplinary approach.

## Political Science (POLS)

**POLS 521 | COMPARATIVE LEGAL SYSTEMS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course examines legal systems from a comparative perspective. Students will study how scholars, lawyers, and policy makers construct and manage formal and informal measures to ensure societal compliance with the law, the legal accountability of state actor, and the provision of basic rights and access to justice under the law. In the process, students will learn about key case studies and cross-national comparisons to understand the differences in legal systems employed around the world. Students may repeat the seminar for credit when the specific topic changes.

**POLS 523 | INTERNATIONAL LAW ENFORCEMENT****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the methods and approaches used to enforce laws internationally, including the use of international conventions, extradition, mutual legal assistance mechanisms, police and judicial cooperation, and other types of international law enforcement cooperation. Students may repeat the seminar for credit when the specific topic changes.

**POLS 527 | INTERNATIONAL LAW AND POLITICS****Units: 1-3 Repeatability: No**

This topics survey course provides an overview of the politics, theory, and practice of international law, including building of international legal frameworks; the negotiation, ratification, and enforcement of treaties; the role and functioning of multinational legal institutions (such as the International Court of Justice, the International Criminal Court, International Criminal Tribunals, United Nations Rapporteurs, etc.); the domestic options available in the adjudication of international legal controversies; and comparative legal systems. Relevant topics include the development of legal regimes and strategies for dealing with human rights, corruption, war crimes, crimes against humanity, terrorism, drug trafficking, and similar issues. Students may repeat the seminar for credit when the specific topic changes.

**POLS 528 | INTERNATIONAL POLITICAL BOUNDARIES AND BORDER POLITICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course provides an examination of international political boundaries, border politics, and related policies, including trade, economic development, migration, law enforcement and security, and international diplomacy. This course considers comparative border dynamics of various regions, such as U.S.-Mexico, U.S.-Canada, China-Russia, India-Pakistan, Spain-Morocco, and the European Union.

**POLS 529 | LAW OF THE SEA****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines regimes of the sea including fisheries, seabed mining, and coastal management zones. The politics of ocean regulation will be examined with emphasis on the Third United Nations Conference on the Law of the Sea. The seminar will consider Law-of-the-Sea negotiations from three perspectives: 1) the development of international law; 2) the processes of international bargaining and negotiation; and 3) the decision-making processes associated with the formulation of maritime policies in individual countries.

**POLS 530 | RESEARCH METHODS****Units: 3**

This seminar helps students to formulate empirical research questions and introduces basic research strategies to answer them. Through hands-on experience, students learn to develop theories and to test them using basic research designs and uni- and multivariate analyses. In the end, students should be able to conduct and to critically evaluate basic research in the field.

**POLS 535 | RESEARCH DESIGN****Units: 1.5**

This course is a brief introduction to the principles of research design and analysis in the field of political science and international relations. The course discusses the nature of the scholarly community, the development of middle range theories and hypotheses, conceptualizing and operationalizing variables, and testing hypotheses.

**POLS 536 | RESEARCH SKILLS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course enables students to develop understanding and skills in utilizing specialized research methods and tools such as bibliographic research, data gathering, data visualization, qualitative field methods, statistical analysis, and other advanced research methods. Students may repeat the seminar for credit when the specific topic changes. Lectures may be augmented by computer lab time.

**POLS 550 | COMPARATIVE POLITICS****Units: 3**

This course examines the major theoretical approaches to comparative politics as well as the political histories of individual countries. It is designed to introduce students to a variety of themes central to this field, including state-society relations, state capacity, the role of institutions, nationalism, cultural/ethnic pluralism, political culture, and democracy. This course is a degree requirement.

**POLS 554 | REVOLUTIONARY CHANGE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course offers a comparative study of the revolutionary process focusing on the causes and political implications of revolutionary change. The conditions that influence the outcome of revolutions and the effects on the international system will be examined.

**POLS 555 | POLITICS IN EUROPE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course surveys the political cultures, institutions, and parties of the United Kingdom, France, and Germany. Foreign and defense policies, including those relating to European integration, will receive special attention.

**POLS 556 | POLITICS OF AFRICA****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course provides an in-depth analysis of political development in Africa. It is designed to introduce students to the challenges African states have faced during the pre-colonial, colonial, and post-colonial eras. Particular emphasis is placed on how different countries have sought to develop strong institutions, democratic processes, and national integration in the context of scarce resources and civil conflict. Students may repeat the seminar for credit when the specific topic changes.

**POLS 557 | POLITICS IN LATIN AMERICA****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course uses a variety of theories to examine the dynamics of political and economic change in Latin America. Particular emphasis is placed on the causes and consequences of cyclical economic development and recurrent waves of democratization and authoritarianism.

**POLS 559 | POLITICS IN THE MIDDLE EAST****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course explores political developments in the Middle East with particular attention to the contemporary era.

**POLS 561 | POLITICS IN SOUTH AFRICA****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the major issues and challenges that face South Africa. The goal of the course is to introduce students to contemporary South African politics and to place the current political challenges into the broader historical context.

**POLS 565 | POLITICS IN RUSSIA****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course offers an examination of the political institutions and forces of change in Russia and the Soviet successor states with particular attention to the difficulties of democratization, modernization, and capitalist transformation.

**POLS 566 | POLITICS IN MEXICO****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the trajectory of political development in Mexico from the twentieth century to the present. We will examine the Mexican revolution, the origins of the dominant party system, the transition to democracy and current prospects for democratic and economic stability.

**POLS 567 | POLITICS IN JAPAN****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This class studies post-war politics in Japan focusing on political institutions, major political actors, and mass and elite political behavior. Special attention is paid to issues of modernization, the evolution of Japanese political practices and Japan's changing democracy.

**POLS 568 | POLITICS IN CHINA****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course offers an examination of politics and selected policy issues in contemporary China including political institutions, the policy-making process, and citizen political behavior. Special attention is given to prospects for political reform in China.

**POLS 570 | THEORIES IN INTERNATIONAL RELATIONS****Units: 3**

This core course provides an examination of realist, neorealist, neoliberal, globalist, constructivist, and normative theories of international relations and an inquiry into the relationship between theory and historical evidence. This course is a degree requirement.

**POLS 571 | UNITED STATES FOREIGN POLICY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This class offers an examination of the challenges and opportunities facing U.S. foreign policy in the 21st century, the institutional context of foreign policy decision-making, and the application of theories of international politics and foreign policy to the empirical analysis of contemporary American U.S. policy.

**POLS 572 | RUSSIAN FOREIGN POLICY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course explores foreign policy in the U.S.S.R. and its successor states focusing on competing institutions within the foreign policy establishments, changing security preoccupations, and the difficulties of realigning regional and global relationships in a structurally changed international system.

**POLS 573 | CHINESE FOREIGN POLICY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course offers an analysis of the foreign policy of the People's Republic of China. Foreign policy-making and China's relations with other international actors will be examined.

**POLS 574 | U.S.-LATIN AMERICA RELATIONS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course provides an analysis of historical and contemporary relations between the U.S. and Latin America. Policy issues examined include trade, immigration, drug trafficking, military intervention, and relations with Cuba.

**POLS 575 | U.S.-MIDDLE EAST RELATIONS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the influences and interests that shape U.S. relations toward the Middle East. Rooted in the study of international relations and foreign policy decision-making, the course critically examines the past, present, and future of relations between the United States and a contested and dynamic region. Students may repeat the seminar for credit when the specific topic changes.

**POLS 576 | U.S. NATIONAL SECURITY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines contemporary U.S. security policy, including military technology, nuclear strategy and arms control, recent U.S. military interventions, biological and chemical weapons, domestic security politics, the defense industry and budget, and terrorism.

**POLS 577 | REGIONAL SECURITY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines security dynamics in important regions of the world, such as West Europe, Latin America, East Asia, and the Islamic countries running from Northwest Africa to Southeast Asia. The course addresses issues like military technology, war, diplomatic relations within the region, political economy, drug trafficking, and terrorism, among others. Students may repeat the seminar for credit when the specific topic changes.

**POLS 578 | TRANSNATIONAL CRIME AND TERRORISM****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course focuses on how the law enforcement community has responded to the unprecedented increase in crimes and terrorist acts that cross international borders. The course examines those factors that have led to this increase in transnational crime and terrorism, the types of crimes that pose the greatest threat to lawful societies, the responses that have been developed to combat transnational crime, and the extent to which transnational crime threatens the national security interests of the United States and the world community.

**POLS 580 | INTERNATIONAL POLITICAL ECONOMY****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the international and national political strategies affecting economic growth and global distribution of wealth.

**POLS 581 | POLITICS OF DEVELOPMENT****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the challenge of development, and the domestic and international institutions and policies that seek to promote development around the world. A course subtitle may be modified to reflect a focus on a particular country (e.g., The Politics of Development: South Africa). Students may repeat the seminar for credit when the specific topic changes.

**POLS 582 | INTERNATIONAL HUMAN RIGHTS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This course considers theoretical foundations, historical development, and applications of human rights in differing parts of the world. The seminar will focus on contending approaches to human rights.

**POLS 583 | INTERNATIONAL ORGANIZATIONS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course offers an examination of the development of contemporary intergovernmental political organizations with emphasis on the United Nations system and the functional agencies. The future of supranationalism will be investigated with particular attention to the European Communities.

**POLS 584 | INTERNATIONAL ENVIRONMENTAL GOVERNANCE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course examines the policy decisions that determine human responses to environmental challenges. The course explores three foundational topics: environmental ideologies, the global commons, and natural resources valuation. Students apply these core concepts to environmental sectors, such as climate change, sustainable development, marine resources management, environmental negotiations, and conservation.

**POLS 585 | INTERNATIONAL DIPLOMACY****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This topics course examines the theory and use of diplomacy in international relations and world politics. Students will learn about different diplomatic approaches, forums, techniques, and tools used by states, international governmental organizations, non-governmental organizations, and other entities working internationally. Students may repeat the seminar for credit when the specific topic changes. Students may repeat the seminar for credit when the specific topic changes.

**POLS 586 | POLITICS OF INTELLIGENCE****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

This course is designed to provide students with an understanding of the history and institutional structure of the US intelligence community, the intelligence production cycle, how intelligence contributes to policymakers, how intelligence agencies are managed and controlled, the ethical debate about intelligence activities, current intelligence issues facing US policy makers, and counterintelligence concerns.

**POLS 589 | POLITICS OF DISASTER AND CRISIS MANAGEMENT****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This topics course examines the problem of natural disasters, crises, and catastrophic events, and the political and policy responses to these phenomena. Students will learn about different types of hazards, such as earthquakes, tornadoes, fires, nuclear disasters, and famines. Students will also learn about the political, economic, and societal factors that contribute to human vulnerability to hazards, such as poverty, corruption, a lack of preparedness, and other issues of governance. Students will also learn about the strategies and practices employed to mitigate hazards and their effects, as well as the ethical dilemmas and moral hazards involved in disaster relief efforts. Finally, and most important, students will have the opportunity to consider the human toll and other implications of catastrophic events. Students may repeat the seminar for credit when the specific topic changes.

**POLS 591 | MIGRATION AND IMMIGRATION POLITICS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This topics course examines theories, trends, and policies related to migration and immigration. The course reviews historical and contemporary global migration trends, as well as the specific contexts, aspects, and drivers of migration and immigration policy. In the process, students will learn about differing views in different nations about complex and contentious issues related to the politics of migration and immigration, including citizenship and naturalization, the rights of migrants and immigrants, the problem of unauthorized migration, border security and interior enforcement, anti-immigrant sentiment and immigrant advocacy, the cost and contributions of migrants and immigrants, crimes committed by and against immigrants, the "assimilation" or integration of new immigrant groups, and the consequences of migration and immigration for the affected countries and communities. Students may repeat the seminar for credit when the specific topic changes.

**POLS 593 | INTERNATIONAL RELATIONS INTERNATIONAL TRAVEL COURSE****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

International travel courses come in different formats and schedules, including seminars, field studies, lectures, simulations, and short travel courses. By traveling to sites of relevance to the course topic, students have the opportunity to meet with policy makers and practitioners, visit locations of interest, and gather information in the field. 593 courses can be repeated for credit provided the topics are substantially different.

**POLS 594 | SPECIAL TOPICS IN INTERNATIONAL RELATIONS****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

A current issue or topic in the discipline will be the focus of the course. The course can be repeated if the topic changes.

**POLS 595 | MAIR CAPSTONE SEMINAR****Units: 3 Repeatability: No**

Prerequisites: POLS 550 with a minimum grade of C- and POLS 570 with a minimum grade of C-

The Master of Arts in International Relations (MAIR) program at the University of San Diego hosts a capstone seminar for its graduating students to prepare and present a major research project. This capstone seminar is designed to allow students to integrate the knowledge obtained from their course of study in the program and apply that knowledge to the analysis of contemporary issues in international relations. Research topics are determined by the students in consultation with the capstone instructor and other faculty members who serve as external advisors on the student's project. Students present their work at a formal symposium that is open to the public. The final paper and presentation produced for this seminar allow students to fulfill the main learning objectives of the MAIR program, and help to orient them towards a career in international affairs. Students must have completed at least 24 units prior to enrollment in the MAIR Capstone Seminar.

**POLS 596 | SHORT COURSE IN IR: SPECIAL TOPICS****Units: 0.5-1.5 Repeatability: Yes (Can be repeated for Credit)**

Short courses come in different formats and schedules, including academic seminars, professional workshops, and short travel courses. They allow the department to offer courses on topics and/or on schedules that would not be suitable for three units and they give students greater options and more flexibility in load management and scheduling. 596 courses can be repeated for credit provided the topics are different.

**POLS 598 | INTERNSHIP IN INTERNATIONAL RELATIONS****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

Students can receive credit for internships with the government, nongovernment agencies, corporations, and other suitable entities involved in international relations. Students are required to have a writing component in the internship. Students must have completed at least 15 units in the program and have an overall GPA of 3.33 to request an internship for credit. Internships for credit must be approved by the graduate director.

**POLS 599 | INDEPENDENT STUDY IN INTERNATIONAL RELATIONS****Units: 0.5-3 Repeatability: Yes (Can be repeated for Credit)**

Directed research can be conducted under the supervision of one of the permanent graduate faculty members in the Department. Students must have completed 15 units in the program and have an overall GPA of 3.5. Project proposals must be approved by a faculty sponsor and the graduate director.

## Special Education (EDSP)

### **EDSP 570P | ASSESSMENT IDENTIFICATION TO TRANSITION SPECIAL EDUCATION**

#### **Units: 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 571P | POSITIVE BEHAVIOR AND INSTRUCTION MANAGEMENT IN SPED**

#### **Units: 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, 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 impaired, traumatic brain injury, 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 573P | COLLABORATION WITH FAMILIES AND PROFESSIONALS**

#### **Units: 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 SPED**

#### **Units: 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 5-22**

#### **Units: 1-3**

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**

#### **Units: 2-3**

This course will explore policy and procedures pertinent to the special education system within the cultural diversity of California. It will examine such system elements as assessment, case management, finance, individualized program planning, regulations, and professional ethics. Under consideration will be other relevant compliance requirements as contained in federal and state regulations.



**EDSP 589I | HEALTHY ENVIRONMENTS AND INCLUSIVE EDUCATION IN A GLOBAL SOCIETY****Units: 3****Non-Core Attributes: International**

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. 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.

**EDSP 589P | HEALTHY ENVIRONMENTS AND INCLUSIVE EDUCATION IN A GLOBAL SOCIETY****Units: 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 will be 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.

**EDSP 590P | STUDENT TEACHING MILD TO MODERATE DISABILITIES****Units: 1-7 Repeatability: Yes (Can be repeated for Credit)**

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, 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 need of English Language Learning and the diversity of student, parent and community norms.

**EDSP 590S | STUDENT TEACHING MILD TO MODERATE DISABILITIES SEMINAR****Units: 1**

Concurrent Enrollment in EDSP 590P and this seminar are required. The seminar will provide students enrolled in student teaching with additional support with their placements. Class meeting will also include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience.

**EDSP 591P | MCC SPED EXTENDED PRACTICUM****Units: 1 Repeatability: No**

Supervised extended practicum in secondary 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 ages 5-22 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.

**EDSP 593S | PRACTICUM SEMINAR FOR INDIVIDUAL INDUCTION PLAN IIP****Units: 2**

The purpose of the Practicum Seminar for Individual Induction Plan is support participants in sharing, discussing, analyzing and evaluating their current practice in creating positive classroom environments. Through sharing of personal student teaching experiences, participants will address current educational issues affecting children in our schools. Topics that may be discussed are effective classroom management, instructional methods for all children, parent involvement, professional development, education law, resume writing, interview strategies, and professional collaboration.

**EDSP 599 | INDEPENDENT STUDY****Units: 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.

## Theatre (THEA)

### THEA 501 | TEXT AND CONTEXT: MODERN DRAMA

#### Units: 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

#### Units: 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: RESTORATION DRAMA

#### Units: 3

A study of the cultural background of Moliere, the Restoration and the 18th century. Readings in the drama of these eras may be supplemented by social, historical, political or artistic material.

### THEA 506 | GRADUATE COLLOQUIUM

#### Units: 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

#### Units: 3

Course that uses the concepts of Laban and Weight/Time/Space as the basis for physical/vocal explorations and movement-based techniques for the actor. Yoga and private tutorials in the Alexander Technique included and continue throughout the program.

### THEA 512 | MOVEMENT II

#### Units: 3

An introduction to stage combat that focuses on the skills needed to execute safe and dramatically effective stage violence. Class addresses the unique focus necessary for the integration of combat skills into the actor's process.

### THEA 513 | MOVEMENT III

#### Units: 3

Course that gives actors the opportunity to apply movement concepts and principles directly to their acting process, strengthening the development of an integrated movement-based acting technique.

### THEA 514 | MOVEMENT IV

#### Units: 3

In-depth study of acting staged violence, incorporating numerous stage combat disciplines. Work includes fight scenes from Classical, Shakespeare, and Contemporary plays.

### THEA 521 | ACTING I

#### Units: 3

An exploration of the Stanislavski technique and application of its analytical process to texts in Modern Drama. Extra-curricular performance assignments are an integral part of this course and all acting courses throughout the program.

### THEA 522 | ACTING II

#### Units: 3

Applies techniques and exploration begun in Acting I to a focus on the performance of Shakespeare, verse and heightened language. Individual emphasis will be placed on practicing alternative techniques that support growth and range of performance.

### THEA 523 | ACTING III

#### Units: 3

Course that concentrates on performing scenes from a range of periods such as French neo-classical, English restoration and 19th century. Individual emphasis will be placed on practicing alternative techniques that support growth and range of performance.

### THEA 524 | ACTING IV

#### Units: 3

Course that prepares actors for professional theatre careers. Focuses on scene work in contemporary drama, audition technique, monologue preparation, on-camera performance and the business of acting.

### THEA 531 | GLOBE PRODUCTION I

#### Units: 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

#### Units: 3

Independent study practicum at The Old Globe under the supervision of the Director of the program. This course is Pass/Fail.

### THEA 533 | GLOBE PRODUCTION III

#### Units: 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

#### Units: 3

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

#### Units: 3

Course focuses on individually designed vocal warm-ups. IPA is used to identify and differentiate the speech styles of General American, Standard American and Standard English.

### THEA 543 | VOICE AND SPEECH III

#### Units: 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

#### Units: 3

Focuses on stage dialects and accents, providing practice in the process of identifying, analyzing and learning to speak English with the appearance of an authentic dialect or accent for performance. Studies include phonetic sound changes, pitch patterns, rhythms and speeds, tone placements and cultural expectations of those societies.

### THEA 595 | TEXT AND CONTEXT: THESIS PROJECT

#### Units: 1-6

Workshop dedicated to producing the program thesis, an original solo performance piece. Coursework includes research, writing and rehearsal.

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