

# graduate

course catalog 2017-2018

JENNY CRAIG PAVILION



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# GRADUATE (2017-2018)

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## Archived Graduate Course Catalogs

1. 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))
2. Graduate Course Catalog 2015-2016 (<http://catcher.sandiego.edu/items/usd/2015-16-graduate.pdf>)
3. Graduate Course Catalog 2013-2015 ([http://catcher.sandiego.edu/items/usd/2013\\_Graduate.pdf](http://catcher.sandiego.edu/items/usd/2013_Graduate.pdf))
4. Graduate Course Catalog 2011-2013 ([http://catcher.sandiego.edu/items/usd/Grad\\_2011.pdf](http://catcher.sandiego.edu/items/usd/Grad_2011.pdf))
5. 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))

## Graduate Programs

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. The is the list (p. 31) 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.

# GRADUATE ACADEMIC CALENDAR

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

## Fall Semester 2017

### August

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)
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 Intercession 2018 available 2018-2019 Free Application for Federal Student Aid (FAFSA) available
2-30	Mon.- Mon.	Online class reservation for Intercession 2018
6	Fri.	Deadline 70 percent tuition refund
11	Wed.	Last day to petition for May or August 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 Intercession 2018 financial aid applications Walk-in registration begins for Intercession 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
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16-17 Sat.-  
Sun. Study Days

18-22 Mon.-  
Fri. Final Examinations

20 Wed. Last day to petition for August 2018 graduation

## Intercession 2018 (optional)

Wednesday, January 3-Tuesday, January 23

### January

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 Summer Sessions 2016 visit [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-	Mon.-	Spring/Easter break (no classes)
April 2	Mon.	
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 Intercession

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.- Study Days  
Wed.

23 Wed. Last day to petition for January 2019 graduation

17-23 Thurs.- Final Examinations  
Wed.

26-27 Sat.- Commencements  
Sun.

31 Wed. 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)

August

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)

# ABOUT THE UNIVERSITY OF SAN DIEGO

For more than six 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 which, like our city, took its name from San Diego de Alcalá, a Franciscan friar from Alcalá de Henares, a monastery near Madrid, Spain. The university's 180-acre campus is called Alcalá Park, and the Spanish Renaissance architecture that characterizes Spain's 500-year-old University of Alcalá serves as the inspiration for buildings on the university campus.

The university 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 charter of the San Diego College for Women and San Diego University – comprising the San Diego College for Men and the School of Law – was 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 into 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 School of Business; the School of Law; the School of Leadership and Education Sciences; the Joan B. Kroc School of Peace Studies; the Shiley-Marcos School of Engineering; the Hahn School of Nursing and Health Science; and 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 was 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

### *Mission Statement*

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

### *Core Values*

The University of San Diego expresses its Catholic identity by witnessing and probing the Christian message as proclaimed by the Roman Catholic Church. The

university promotes the intellectual exploration of religious faith, recruits persons and develops programs supporting the university's mission, and cultivates an active faith community. It is committed to the dignity and fullest development of the whole person. The Catholic tradition of the university provides the foundation upon which the core values listed below support the mission.

### *Academic Excellence*

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

### *Knowledge*

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

### *Community*

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

### *Ethical Conduct*

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

### *Compassionate Service*

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

## The Campus

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

Appropriate to its classical origins, the academic and administrative buildings are situated on the highest mesa within the campus. Alcalá Park's buildings include: The Immaculata parish church; the School of Law (Warren Hall); the Katherine M. and George M. Pardee, Jr. Legal Research Center; the Helen K. and James S. Copley Library; the School of Business (Olin Hall); the Hahn School of Nursing and Health Science; the Shiley-Marcos School of Engineering (Loma Hall); the Author E. and Marjorie A. Hughes Administration Center; the Ernest and Jean

Hahn University Center; the Student Life Pavilion, the Manchester Executive Conference Center; Founders Hall; Camino Hall, including the Shiley Theatre; The Joan B. Kroc Institute for Peace & Justice; The Donald P. Shiley Center for Science and Technology; Mother Rosalie Hill Hall; the Degheri Alumni Center; several other administrative and classroom buildings; and residential areas.

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

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

## A Nonprofit Corporation

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

## Accreditation

### Official Recognition and Accreditation

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

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

The undergraduate and graduate programs of the School of Business 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 (111 Market Place, Suite 1050, Baltimore, MD 21202-4012; (410) 347-7700).

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

The Professional Education Unit (PEU) in the School of Leadership and Education Sciences is accredited by the National Council for Accreditation of Teacher Education (NCATE) (2010 Massachusetts Ave., NW, Suite 500, Washington, D.C. 20036; (202) 466-7496). This accreditation includes Learning and Teaching, School Counseling, Special Education and School Leadership programs. NCATE is a subsidiary of the Council for Accreditation of Education Preparation (CAEP) and is maintaining its recognition by the U.S. Department of Education and the Council for Higher Education Accreditation.

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).

The university is authorized by the California Commission on Teacher Credentialing (CTC) (1900 Capitol Ave., Sacramento, CA 95814; (916) 445-7254) to recommend candidates for the Multiple 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) (1110 North Glebe Rd., Suite 300, Arlington, VA 22201; (703) 620-3660).

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

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

## Memberships

The University of San Diego holds membership in the following:

- AACSB International—The Association to Advance Collegiate Schools of Business
- ACCED–I Membership (Meeting Excellence on Campus)
- Air and Waste Management Association
- Accreditation Board for Engineering & Technology, Inc.
- American Assembly of Collegiate Schools of Business
- American Association for Paralegal Education
- American Association of Affirmative Action
- American Association of Colleges for Teacher Education
- American Association of Colleges of Nursing
- American Association of Collegiate Registrars and Admissions Officers
- American Association of Hispanics in Higher Education, Inc.
- American Association of University Women (AAUW)
- American Bar Association
- American Camping Association
- American College Health Association (ACHA)
- American College Personnel Association (ACPA)
- American Council of Learned Societies
- American Council on Education (ACE)
- American Football Coaches Association
- American Institute of Architects
- American Payroll Association
- American Society of Comparative Law
- American Society for Engineering Education
- American Society of Engineers
- American Society Training and Development
- American Volleyball Coaches Association
- ASIA Network
- Association for College & University Auditors (ACUA)
- Association for Financial Professionals
- Association for the Advancement of Sustainability in Higher Education
- Association of American Colleges and Universities



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

- National Association of Educational Procurement
- National Association of Foreign Student Affairs (NAFSA)
- National Association of Independent Colleges and Universities (NAICU)
- National Association of Student Financial Aid Administrators
- National Association of Student Personnel Administrators (NASPA)
- National Association of Women in Higher Education
- National Athletic Training Association
- National Collegiate Athletic Association
- National Collegiate Honors Council
- National Communication Association
- National Council for Accreditation of Teacher Education
- National Council for Research on Women
- National Fastpitch Coaches Association
- National Fire Protection Association
- National Intramural-Recreation Sports Association
- National Letter of Intent Program
- National Restaurant Association
- National Soccer Coaches Association of America
- National Strength and Conditioning Association
- North American Association of Summer Sessions
- Order of the Coif
- Otay Mesa Chamber of Commerce
- Pacific Association of Collegiate Registrars and Admissions Officers
- Phi Beta Kappa Society
- Pacific Coast Softball Conference
- Phi Delta Kappa
- Pioneer Football League
- Professional and Organizational Development Network in Higher Education
- Risk & Insurance Management Society
- Rotary Club of San Diego
- San Diego Business Journal
- San Diego City Schools University & College Police Chiefs Association
- San Diego Convention and Visitors Bureau
- San Diego County Alcohol Policy Panel
- San Diego Economic Development Corporation
- San Diego Law Enforcement Training Managers Association (SDTMA)
- San Diego Regional Chamber of Commerce
- San Diego Regional Economic Development Corporation
- San Diego World Affairs Council
- Society for College and University Planning
- Society for Collegiate Travel Management
- Society of Human Resource Management
- South California Higher Education Recruitment Consortium
- Southern California Consortium on International Studies
- Student & Youth Travel Association (SYTA)
- Teachers of English to Speakers of Other Languages (TESOL)
- The Trusteeship
- Tuition Exchange
- Unique Venues
- United States Naval Institute
- University Risk Management and Insurance Association
- Urban League

- Used Book Association
- West Coast Conference
- Western Association of College and University Business Officers (NACUBO)
- Western Association of College and University Housing Officers
- Western Association of Graduate Schools
- Western Association of Schools and Colleges
- Western College Association and Western Association of Schools and Colleges (WASC)
- Western Athletic Conference
- Western Economic Association International
- Western Institute of Nursing
- Western Intercollegiate Rowing Association
- Women's Basketball Coaches Association

## Policies

### *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>; (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 Equal Opportunity and Affirmative Action and Title IX  
Coordinator  
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, 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.

Under the university's Acts of Intolerance Response Procedures, an act of intolerance is conduct that adversely and unfairly targets an individual or group on the basis of one or more of the following actual or perceived characteristics:

1. gender or gender identity;
2. race or ethnicity;
3. disability;
4. religion;
5. sexual orientation;
6. nationality; or
7. age.

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

1. disability,
2. gender,
3. nationality,
4. race or ethnicity,
5. religion,
6. sexual orientation, or
7. association with a person or group with one or more of these actual or perceived characteristics.

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

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

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

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

### **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 Academics

## *Centers and Institutes*

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

### *School of Business*

For centers and institutes within the School of Business, see here (p. 77).

### *School of Leadership and Education Sciences*

For centers and institutes within the School of Leadership and Education Sciences, see here (p. 115).

## *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. 77) to (p. 77) 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).

## *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).

### *Office of International Students and Scholars*

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

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

The Office of International Students and Scholars is also responsible for the welfare of all its international students and scholars. The office acts as a resource and support to international students and scholars in the transition to a new culture and environment. Assistance and advising is provided regarding the procedures, expectations and requirements of the U.S. academic system and the opportunity for the entire campus community to interact in order to promote and encourage globalization. The Office of International Students and Scholars provides a myriad of educational, informational and social programs that include but are not limited to:

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

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



### International Student Applicants

See here (<http://www.sandiego.edu/admissions/graduate/international>).

### 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.

### 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 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.

# STUDENT LIFE AND SERVICES

## 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).

## 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 Services

Career Services promotes the professional development of graduate students and alumni. Emphasizing a personal approach to career planning, the staff offers responsive advising on issues such as 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 Room 110 of the Hughes Administration Center, the main Career Services office is open Monday through Friday from 8:30 a.m. to 5 p.m. with extended hours on Wednesday until 6 p.m. For more information, go to Career Services (<http://www.sandiego.edu/careers>), email [careers@sandiego.edu](mailto:careers@sandiego.edu), or contact the office at (619) 260-4654.

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

### Manchester Family Child Development Center

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

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

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

## Dining Services

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

USD Dining 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

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

### Asian Students In Alliance (ASIA)

Mission: ASIA serves as a support network for graduate students of Asian descent with the goal of supporting and promoting diversity within the USD community by enhancing educational growth and compassionate community service through collaboration and professional development.

### Black Graduate Student Association (BGSA)

To serve as a support network for graduate students of African or Black heritage, and provide resources that will enhance the academic, professional, and personal successes of those students.

### Chi Sigma Iota – Sigma Delta Chapter

The purposes of the Society shall be to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high

attainment in the pursuit of academic and clinical excellence in the profession of counseling.

### *Graduate Business Student Association*

To represent the students of the Graduate School of Business and the Master of Real Estate, Tax and Accountancy Programs in all matters within the Graduate School of Business and across the University of San Diego. It is our mission to promote and enhance the professional development and career opportunities of all students under our umbrella. We actively promote the purposes of the University of San Diego in the community it serves and support graduate students' participation in that community. Last but certainly not least, we strive to bring students within our community together in order to develop lasting friendships and make positive memories by sponsoring fun, social, networking opportunities that also provide learning.

### *Graduate Business Veterans Organization (GBVO)*

The USD Graduate Business Veterans Organization joins the University of San Diego in the development of socially responsible leaders with a global mindset. Our aim is to enhance the rigor, relevancy, and values of the USD MBA Program by integrating professionals from our military services into the University and its business network. This group is open to all School of Business Graduate students who are Active Duty, Reserve Duty or Veteran status. The scope of our actions include active recruiting for high quality organization members, support for professionals in the USD MBA program, and facilitating productive connections in our local business community.

### *Graduate Nursing Student Association*

The purpose of the Graduate Nursing Student Association (GNSA) is promote interaction among graduate nursing students, faculty members, alumni, graduate students at University of San Diego, and the nursing community. All graduate nursing students are members of the GNSA. The GNSA sponsors activities to enhance professional growth, provide an atmosphere for the exchange of ideas, facilitate collegiality among members and faculty, and assist student members by being a source of information. These objectives are achieved through sponsorship of conferences, speakers, instructional material, local projects, and through officer and committee representation within the School of Nursing and the University.

### *Graduate Student Council*

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.

### *Management Consulting Association (MCA)*

The Management Consulting Association (MCA) is committed to promoting the interests of graduate students considering a career in management consulting. The MCA supports and facilitates interaction among consulting professionals, USD students, faculty and alumni through career and social events.

### *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) is a representative voice for its students to enhance their academic experience. The association provides networking opportunities and a support structure to assist students through the graduate program onward into professional careers in the vast and exciting field of IR. The group is available to alumni, current MAIR and USD students. MAIR GSA's goals are to build, maintain, and enhance student education and facilitate camaraderie thereby enriching professional development.

### *National Association of Women MBAs (NAWMBA)*

To support the business, professional and leadership goals of women in USD graduate business programs through group, USD community, and San Diego Community involvement. To establish a lasting network and foundation of like-minded individuals who support those goals now and into the future through mentorship, executive education, and self-development tools.

### *Net Impact*

The Net Impact Club, Graduate Chapter, USD is a part a community of over 40,000 student and professional leaders from over 300 volunteer-led chapters across the globe working for a sustainable future. Together, we make a net impact that transforms our lives, our organizations, and the world.

### *Peace and Justice Graduate Student Association*

To enhance and empower students while adding value to their overall academic experience while at the Joan B. Kroc School of Peace Studies: actively contribute to the growth and improvement of the Peace and Justice Studies Program; facilitate student participation; provide various resources including a place to discuss ideas and concerns alike; to help bring higher visibility to the Joan B. Kroc School of Peace Studies not only within the USD community but on a local, national and international level.

### *SOLES Graduate Student Association (SGSA)*

The SGSA is a student governed association supporting post-baccalaureate students in scholastics and social experience at USD's School of Leadership and Education Sciences.

### *SOLES Latino Graduate Student Association*

The SOLES Latino Graduate Student Association (SLGSA) is an organization that offers a support and social network for Latino students, staff and alumni, which contributes to the principles of SOLES by upholding the values of family, culture, and academic excellence through the promotion of scholarship, community engagement and mentorship. The SLGSA hosts a number of events throughout the year.

### *USD Family Business Club*

To provide a collaborative community for the University of San Diego students to explore innovative opportunities within family businesses, discuss potential issues, develop connections to other family-owned enterprises, and facilitate thoughtful discussions surrounding the development and growth of family businesses.

### *Venture Hub*

Venture Hub exists to serve as a globally collaborative community dedicated to enabling relationships between entrepreneurs worldwide. It aims to maintain these relationships by sharing news, events and opportunities with a greater international forum. In promoting local growth, Venture Hub seeks to connect San Diego to a network of enabling organizations, global chapters and start up initiatives.

## **Mail Center**

The Mail Center is located in the Maher Annex, on the north perimeter road, behind Maher Hall. We share the building with University Copy and Procurement. Students who live in Camino, Founders, Mission Crossroads and the Alcalá Vista Apartments pick up mail and packages here. UTA residents will be notified of packages at this location, and letter mail is sorted to the boxes outside the apartments.

Manchester Village residents have mailboxes located down the hall from the lobby in Building II.

Service window hours are 8 a.m. to 5:00 p.m., Monday through Friday. Stamps may be purchased as well as postage for domestic parcels. UPS and Federal Express services are also available. (619) 260-2204, or go to [www.sandiego.edu/mailcenter](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 ([catalogs.sandiego.edu/graduate/student-life-services/one-stop-student-center/tel:\(619\)%20356-2275](http://catalogs.sandiego.edu/graduate/student-life-services/one-stop-student-center/tel:(619)%20356-2275)) or;
- Go to One Stop (<http://www.sandiego.edu/onestop>)

The One Stop Student Center is located in the University Center, Room 126, (619) 260-2700 ([catalogs.sandiego.edu/graduate/student-life-services/one-stop-student-center/tel:\(619\)%20260-2700](http://catalogs.sandiego.edu/graduate/student-life-services/one-stop-student-center/tel:(619)%20260-2700)), [onestop@sandiego.edu](mailto:onestop@sandiego.edu) ([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 through Friday, between 7:00am and 7:00pm. 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, Parking (<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

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

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

## Residential Life

### *Off-Campus Housing Resource for Graduate Students*

Since the University is not able to offer campus housing to new graduate students, USD is providing a website containing information and resources on the San Diego housing market. This information can be found at <http://www.sandiego.edu/offcampushousing>. You may also contact Ms. Joline Cai in Graduate Student Life or at [qiaolingc@sandiego.edu](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, go to [www.sandiego.edu/wellness](http://www.sandiego.edu/wellness) for information on how to access services, or call us to discuss your concerns. All of the wellness services are confidential and available to enrolled students free of charge.

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

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

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

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

problematic drinking, substance abuse and other related health behaviors and concerns.

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

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

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

## Counseling Center (USDCC)

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 through Friday, 8:30 a.m. to 5 p.m.; with

extended hours on Wednesdays until 6 p.m. when classes are in session during the fall and spring semesters.

Walk-in hours are from 11 a.m. to 3 p.m., Mondays through Fridays, with extended walk-in hours on Wednesdays until 5 p.m. when classes are in session during the fall and spring semesters. The Counseling Center can be reached at (619) 260-4655, or for more information go to 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.

Students who intend to request services are encouraged to contact Disability Services at (619) 260-4655 as soon as possible to discuss documentation and any other issues, come to Serra Hall, Room 300, or go to Disability Services (<http://www.sandiego.edu/disability>).

## Student Health Insurance Plan

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

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

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

## Student Health Center (SHC)

### Hours

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

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

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

All students are encouraged to have medical insurance coverage that has a minimum benefit for emergency care, as this is NOT provided via student fees. Students should also be aware of whether they have a pharmacy benefit. Although the SHC does not provide insurance billing, a receipt for services can be provided for the student to submit. The university is not responsible for provision or cost of medical care rendered off campus.

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

## Torero ID Card

### *Campus Card Services - Torero ID Card*

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

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

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

## Torero Store

USD 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.

USD Torero Store is located in the Hahn University Center, (619) 260-4551, online: USD Torero Store (<http://www.usdtorero.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.

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

The Student Life Pavilion (SLP) is an extension of the UC and the first gold LEED building on campus. The 50,000-square-foot SLP features a wide-range of dining options, an organic market and numerous spaces for student government, 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. to 5 p.m., Monday through Friday, (619) 260-4890, or go to University Copy (<http://www.sandiego.edu/copy>).

## University Ministry

### *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 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, call (619) 260-4735, or go to 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 further information go to The Writing Center (<https://www.sandiego.edu/cas/writing/writing-center>).



# ACADEMICS

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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. The is the list (p. 31) of degrees currently offered. Detailed information about these degrees is available through the 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.

# ADMISSION

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

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

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

## Procedure

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

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

## Application Priority Filing Dates for Admission

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

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

## Admission Filing Dates

### Term of Matriculation: Fall

#### *College of Arts and Sciences*

- MFA in Dramatic Arts: January 5
- MA in History: Priority March 15, Final August 1
- MA in International Relations: Priority March 1, Final: July 1
- MS in Marine Science: Priority: January 31, Final: April 1

#### *School of Business*

- MBA, Full-time Programs: 1st: November 1, 2nd: January 15, 3rd: March 1, 4th: May 1. Rolling admissions on a space available basis after priority deadlines.

- MBA, Evening Program: 1st: November 1, 2nd: January 15, 3rd: March 1, 4th: May 1. Rolling admissions on a space available basis after priority deadlines.
- Custom Corporate MBA for In-House Counsel: May 15
- MS in Accountancy: Rolling admissions, June 1 for International Students
- MS in Taxation: Rolling admissions, June 1 for International Students
- MS in Finance: May 1st. Rolling admissions on a space available basis deadline.
- MS in Supply Chain Management: August 1. Rolling admissions on a space available basis after deadline.
- MS in Real Estate: Priority March 15, Final July 15, (June 15<sup>th</sup> for international students)
- MS in Executive Leadership: May 15
- MS in Global Leadership: July 1

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

- MA in Marital and Family Therapy: Early January 8, Final, February 12
- MA in Counseling/School Counseling, PPS Credential: Early January 8, Final February 12
- MA in Counseling/Clinical Mental Health Counseling: Early January 8, Final February 12
- PhD in Leadership Studies: December 1
- MA in Leadership Studies: Priority deadlines: November 20 and January 15, Final: April 1
- MA in Higher Education Leadership: December 15
- MA in Nonprofit Leadership and Management: March 1
- Preliminary Administrative Services Credential: Priority April 1; late applications accepted on a space available basis
- Master's Credential Cohort Program: MEd in Curriculum and Instruction with Single Subject Credential: Priority March 1, Final July 1
- Master's Credential Cohort Program: MEd in Curriculum and Instruction with Multiple Subject Credential: Priority March 1, Final July 1
- Master's Credential Cohort Program: MEd in Special Education with Education Specialist Credential: Priority March 1, Final July 1
- MEd in TESOL, Literacy and Culture: Priority March 1, Final June 1
- MEd in Curriculum and Instruction (Online): August 10
- MEd in Universal Design for Learning (Online): August 10
- MEd in Science Technology Engineering Arts and Mathematics (Online): August 10
- MEd in 21st Century Literacies (Online): August 10
- Preliminary Single Subject Credential: July 1
- Preliminary Multiple Subject Credential: July 1
- Graduate Certificate in TESOL: June 1

### *School of Nursing*

- Master's Entry Program in Nursing (for Non-RNs): November 1
- MS in Nursing/Adult-Gerontology Clinical Nurse Specialist: March 1 and November 1
- MS in Nursing/Clinical Nurse Leader: March 1 and November 1
- MS in Nursing/Executive Nurse Leader: March 1 and November 1
- MS in Nursing/Health Care Informatics: March 1 and November 1
- MS in Nursing/Family Nurse Practitioner; Dual Adult-Gerontology/Family Nurse Practitioner; Dual Pediatric/Family Nurse Practitioner; Psychiatric-Mental Health Nurse Practitioner
- MS in Health Care Informatics: March 1 and November 1
- Doctor of Nursing Practice: March 1
- Doctor of Philosophy in Nursing: February 1

### *School of Peace Studies*

- MA in Peace Studies: Jan. 15

### Term of Matriculation: Spring

#### *College of Arts and Sciences*

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

#### *School of Business*

- MBA, Evening Program: Round 1: October 1, Round 2: December 1
- MS in Global Leadership: November 15
- MS in Supply Chain Management: December 1
- MS in Accountancy: Rolling admissions, December 1 for International Students
- MS in Taxation: Rolling admissions, December 1 for International Students

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

- MEd in Curriculum and Instruction (Online): December 8
- MEd in Universal Design for Learning (Online): December 8
- MEd in Science Technology Engineering Arts and Mathematics (Online): December 8
- MEd in 21st Century Literacies (Online): December 8
- Preliminary Single Subject Credential: December 1
- Preliminary Multiple Subject Credential: December 1
- MA in Leadership Studies: October 1
- MA in Marital and Family Therapy: October 15

### *School of Nursing*

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

### Term of Matriculation: Summer

#### *College of Arts and Sciences*

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

#### *School of Business*

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

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

- Master's Credential Cohort Program: MEd in Curriculum and Instruction with Single Subject Credential: Priority February 1, Final May 1
- Master's Credential Cohort Program: MEd in Curriculum and Instruction with Multiple Subject Credential: Priority February 1, Final May 1
- MEd in Curriculum and Instruction (Online): April 20
- MEd in Universal Design for Learning (Online): April 20
- MEd in Science Technology Engineering Arts and Mathematics (Online): April 20
- MEd in 21st Century Literacies (Online): April 20
- Preliminary Single Subject Credential: May 1
- Preliminary Multiple Subject Credential: May 1
- MA in Leadership Studies: November 20 and January 15, Final: March 1

### 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 each college or university attended, documenting every course taken beyond the high school level (whether or not within a degree program) and all degrees awarded. Transcripts that do not bear the registrar's signature and/or the institution's seal are not official and are, therefore, unacceptable. Applicants from outside the United States must submit a course-by-course transcript evaluation performed by an independent credential evaluation service such as World Education Services (WES) or Education Credential Evaluators (ECE).
4. Three letters of recommendation preferably submitted through the online application, from professors familiar with the applicant's scholarly work or from professional supervisors who have had experience in a graduate program and who can provide information regarding the applicant's potential for success as a graduate student. Applicants for the School of Business are required to submit two professional letters of recommendation.
5. Current résumé.
6. Personal statement or research interest statement. Certain programs require multiple statements. Please refer to the departmental website for more detailed information.
7. Standardized admission test scores when required by department (see program sections and Admission Tests below).

## *Admission Tests*

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

### *International Student Applicants*

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

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

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

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

Test of English as a Foreign Language (TOEFL)  
TOEFL/TSE Services  
P.O. Box 6151  
Princeton, NJ 08541-6151  
Phone: (609) 771-7100, Fax: (609) 771-7500  
[www.toefl.org](http://www.toefl.org) (<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, Serra Hall, Room 315, (610) 260-4598.

## *English Proficiency*

Students enrolled in graduate programs at USD must be able to comprehend written English easily, to understand rapid, idiomatic English used in lectures and group discussions and to express themselves clearly in spoken and written English. A student who is not proficient in English may need to take courses in an "English as a Second Language" program at USD's English Language Academy. Applicants are advised to contact the English Language Academy at (619) 260-8808 about this learning opportunity. All graduate applicants, regardless of citizenship, whose undergraduate education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a USD-approved post-secondary institution where English is the principal language of instruction must receive a minimum score of 580 (paper-based), 237 (computer-based), or 83 (Internet based) on the Test of English as a Foreign Language (TOEFL) or receive a minimum IELTS overall band score of 7.0.

The School of Business 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)

## 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 ([catalogs.sandiego.edu/graduate/calendar](http://catalogs.sandiego.edu/graduate/calendar)) and must be observed.

## Participation in Commencement Ceremonies

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

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

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

In every case, all necessary papers and petitions must be filed prior to the deadlines specified in the Academic Calendar ([catalogs.sandiego.edu/graduate/calendar](http://catalogs.sandiego.edu/graduate/calendar)).

## 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 here (<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. Jan. 31 and Aug. 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 63 semester unit program designed for practicing professionals and academic scholars.

### Residency Requirement

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

### Qualifying Examinations, Admission to Candidacy and Time Limitations

Refer to individual program descriptions.

### Dissertation

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

After completing all coursework and the required nine units of dissertation credit, students must continue to register for dissertation credit each fall and spring semester to maintain candidacy until the dissertation is completed and has been

successfully defended, approved and submitted to the Registrar. Students at this stage ordinarily are not eligible to take a leave of absence.

The deadlines for submitting the approved and final copies of the dissertation are listed in the Academic Calendar ([catalogs.sandiego.edu/graduate/calendar](http://catalogs.sandiego.edu/graduate/calendar)). 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. ([catalogs.sandiego.edu/graduate/calendar](http://catalogs.sandiego.edu/graduate/calendar)) 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. 29)).

## Graduate Degrees

### College of Arts and Sciences

- MA in History
- MA in International Relations
- MA Fine Arts in Dramatic Arts, Shiley Graduate Theatre Program
- MS in Marine Science

### 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 Global Leadership with Certificate in Project Management
- MS in Real Estate
- MS in Supply Chain Management
- MS in Taxation

### International Dual Degree Programs

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

### School of Law

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

### School of Leadership and Education Sciences

- MA Counseling, School Counseling
- MA Counseling, Clinical Mental Health Counseling
- MA in Higher Education Leadership
- MA in Leadership Studies
- MA in Marital and Family Therapy
- MA in Nonprofit Leadership and Management
- 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

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

### Joan B. Kroc School of Peace Studies

- MA in Peace and Justice Studies

## 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 on Intersession and Summer Session courses, go to website (<http://www.sandiego.edu/summer-intersession>).



# 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	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	.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
Joan B. Kroc Scholarship in Peace and Justice Studies	
MA	3.0
Hahn School of Nursing and Health Science	
MS, MSN, MEPN, Credential	3.0
PhD	3.0
School of Business	
MBA, IMBA, MAcc, MSEL, MSGL, MSTax, MSRE, MS-SCM	3.0
School of Leadership and Education Services	
PhD, EdD, MA, MEd, MAT, Credentials	3.0

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

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

### *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.

## 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 ([catalogs.sandiego.edu/graduate/calendar](http://catalogs.sandiego.edu/graduate/calendar))). Students must observe all deadlines for course reservation and payment of fees. Upon arrival at USD, all international students must report promptly to the Office of International Students and Scholars.

### Continuous Registration

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

Exceptions to this policy will be made for students who have been approved for a leave of absence (see Leave of Absence (p. 34)). Generally, a leave will not be granted to students who are approaching the limitation of time for program completion; to doctoral students who have been advanced to candidacy; or to master's students whose programs require continuous registration between the completion of all coursework and final submission of the thesis. In these cases, students must continue to register each semester until the degree is completed.

### Change of Course Registration

In the regular fall and spring semesters, 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).

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. 36)).

### 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 ([catalogs.sandiego.edu/graduate/calendar](http://catalogs.sandiego.edu/graduate/calendar)); also Refund Policy (p. 39)). Courses dropped on or before the deadline will receive a grade of 'W' (not included in the GPA). Filing a Notice of Withdrawal after the deadline will make the withdrawal effective at the end of the current term and will result in the posting of grades for the term. Students forced to discontinue enrollment after the withdrawal deadline due to a documented emergency may petition 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.

# EXPENSES

## 2017-2018 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 2017-2018; amounts for the 2018-2019 academic year have not been determined as of the date of publication. The fees below take effect with the beginning of Summer Session 2017.

### 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, 2017-2018

### College of Arts and Sciences

Master's students	\$1,455
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### Hahn School of Nursing and Health Sciences

Master's students	\$1,465
Doctoral students	\$1,495

### Joan B. Kroc School of Peace Studies

Master's students	\$1,200
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### School of Business Administration

Master's students	\$1,420
MBA Program	\$1,420
MS in Executive Leadership	\$1,670

### School of Leadership and Education Sciences

Master's students	\$1,450
Doctoral students	\$1,465

### Shiley-Marcos School of Engineering

	\$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
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\*The insurance premium for 2017-18 is \$2,307 for 12 months of comprehensive coverage.

Health Service Fee	\$110
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### 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
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Written Official Transcript Fee	\$10
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## Application Procedures

Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for federal, state and USD aid. Students should review the Guide to Applying for Financial Aid at USD on the USD website, [www.sandiego.edu/financial\\_aid](http://www.sandiego.edu/financial_aid), or obtain a copy from the USD Office of Financial Aid (OFA) for deadlines and detailed information. Students should also inquire through the school or department to which they are applying regarding financial assistance opportunities specific to that school or department.

## A. Financial Assistance Available Through the USD Office of Financial Aid

### Eligibility Requirements

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

4. Most programs administered by the USD Office of Financial Aid are based on financial need.
5. Most funds are available only to eligible students enrolled on at least a half-time basis (4.5 units for master's students, three units for doctoral students) who are pursuing a degree, credential, or certificate.
6. The FAFSA can be completed online at [www.fafsa.gov](http://www.fafsa.gov) (<http://www.fafsa.gov>). Additional forms, applications and informational guides are all available on the USD Office of Financial Aid website at [www.sandiego.edu/financial\\_aid](http://www.sandiego.edu/financial_aid).

## Programs

### *USD Graduate Grant (USDGG)*

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

### *Dean's Graduate Merit Scholarships*

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

### *Federal Perkins Loan*

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

### *Federal Direct Loans*

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

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

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

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

## *B. Cal Grant Programs*

### *Teaching Credential Benefits*

Students who received Cal Grants as undergraduates are eligible to apply for fifth-year benefits to complete a Teacher Credential program. This grant is available to students who:

1. have received a bachelor's degree;
2. were eligible for and received Cal Grant A or B during undergraduate study;
3. are enrolled in a Teacher Credential program; and,
4. complete the Request for Cal Grant Teaching Credential Program Benefits (Form G-44) available from the California Student Aid Commission.

Submission of a GPA Verification Form is not required. Form G-44 must be submitted to CSAC no later than 15 months after receiving a BA or BS degree, or from the date on which Cal Grant benefits were exhausted.

## *C. Additional Financial Assistance*

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

## *D. Financial Assistance For Graduate Certificate Programs*

Students should consult the individual program director.

## *E. Off-Campus Employment*

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

## *F. Veterans Assistance*

Eligible veterans and dependents interested in applying for VA benefits should contact the VA Coordinator in the Office of the Registrar, Founders Hall, Room 117.

# **Donor Scholarships and Grants**

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

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

## *Annual Scholarships and Awards*

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

- The Burnham Foundation Scholarship (Real Estate)
- California Building Industry Association/Ernest W. Hahn Scholarship (Real Estate)
- California Building Industry Association/Harry L. Summers Scholarship (Real Estate)
- California Building Industry Association/Fieldstone Scholarship (Real Estate)

Mary Jane Cnharlton 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

## 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>  
 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)

## 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 ([catalogs.sandiego.edu/graduate/calendar](http://catalogs.sandiego.edu/graduate/calendar)), 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.

<sup>1</sup> *Special application required.*



## Registration or Fee Payment Procedure

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

1. Dates, times and location of class reservation are announced in advance on the USD website each semester.
2. Students may choose to complete the fee payment portion of registration conveniently by paying their student account online on the One Stop Services tab on the MySanDiego portal ([my.sandiego.edu](http://my.sandiego.edu)). Students may also pay the required tuition, fees and room and meal plan at the One Stop Student Center, Hahn University Center, Room 126. Students enrolled in the university's monthly installment plan should remit their payment online on or before the first of the month.
3. If the student has any estimated financial aid, federal or campus based loans, grants or scholarships, please ensure you have met all of the requirements of the award. You may check the requirements by logging on the MySanDiego portal and clicking on the One Stop Services tab. Failure to do so will subject the student to incur monthly interest late charges.

Please read the Intersession 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 Intersession.

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

To establish a payment plan or monthly installment contract:

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

### Refund Policy

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

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## *Copley Library*

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

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

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

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

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

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

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

For more information, go to Copley Library (<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)). 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 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
- 28 majors and 35 minors
- 4 graduate programs
- 20 departments
- 225 devoted, full-time faculty
- 19 honor and professional societies

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

## 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

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
- 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 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

Professional and Continuing Education (<http://pce.sandiego.edu>) supports career advancement and change through professional development programs and online degrees.

- More than 600 affordable, high-quality professional development and continuing education courses, programs and certificates with no application requirements.
- Convenient online and classroom schedules, certificate credential and graduate-level extension credit
- Small classes sizes, customized private and group professional development
- Corporate training and accessible online graduate degrees

# COLLEGE OF ARTS AND SCIENCES

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## *Administration*

Noelle Norton, PhD, DEAN

Jonathan Bowman, PhD, ASSOCIATE DEAN

Ron Kaufman, PhD, ASSOCIATE DEAN

Perla Meyers, PhD, ASSOCIATE DEAN

Neena Din, PhD, ASSISTANT DEAN

Delavan Dickson, PhD, DIRECTOR, Pre-Law Advising

Pauline B. Powell, MS, ASSISTANT DEAN

## *Faculty*

Frederick I. Archer, PhD

Lisa T. Ballance, PhD

Thomas Barton, PhD

Michel A. Boudrias, PhD

Ann B. Bowles, PhD

Maria Carrera, MA

Cynthia Caywood, PhD

Ray Chambers, BS

Jeffrey A. Crooks, PhD

Del Dickson, PhD

Casey B.K. Dominguez, PhD

Mark A. Drawbridge, MS

Emily Edmonds-Poli, PhD

Hugh I. Ellis, PhD

Iris H.W. Engstrand, PhD

R. Colin Fisher, PhD

Gerhard Gessner, MA

Jan Gist, MFA

Michael J. Gonzalez, PhD

Sarah C. Gray, PhD

James O. Gump, PhD

Michael G. Hinton, PhD

Ronald S. Kaufmann, PhD

Thomas G. Kretschmar, PhD

N. Chin Lai, PhD

Sarah Levin-Richardson, PhD

Virginia Lewis, PhD

Mary Sue Lowery, PhD

Molly A. McClain, PhD

Vidya Nadkarni, PhD

Noelle Norton, PhD

Clara Oberle, PhD

Robert J. Olson, PhD

Bethany O'Shea, PhD

Lee Ann Otto, PhD

Michael R. Pfau, PhD

Nathalie B. Reysn, PhD

Fred Miller Robinson, PhD

Steven P. Searcy, PhD

Richard Seer, MFA

Kenneth Serbin, PhD

David Shirk, PhD

Avi Speigel, PhD

Kathryn Statler, PhD

Abraham Stoll, PhD

Yi Sun, PhD

Drew M. Talley, PhD

Theresa S. Talley, PhD

Russell D. Vetter, PhD

J. Michael Williams, PhD

Randy Willoughby, PhD

Zhi-Yong Zin, PhD

## *Mission Statement*

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

# Master of Fine Arts in Acting, Shiley Graduate Theatre Program

## Interim Director

Ray Chambers, BS, Acting

## Faculty

Brian Byrnes, MFA, Movement

Maria Carrera, MA, Alexander Technique

Cynthia Caywood, PhD, Restoration Drama

Ray Chambers, BS, Acting

Gerhard Gessner, MA, Yoga

Jan Gist, MFA, Voice and Speech

Fred Miller Robinson, PhD, Modern Drama

Richard Seer, MFA, Acting

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 Requirements for Admission Master of Fine Arts in Acting, Shiley Graduate Theatre Program

See the Admission (p. 25) 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

## Requirements for the Degree

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

### First Year

Semester I		Hours
THEA 501	Text and Context: Modern Drama	3
THEA 511	Movement I	3
THEA 521	Acting I	3
THEA 541	Voice and Speech I	3

### Semester II

THEA 502	Text and Context: Renaissance Drama	3
THEA 512	Movement II	3
THEA 522	Acting II	3
THEA 542	Voice and Speech II	3

### Semester III (Summer)

THEA 506	Graduate Colloquium	3
THEA 531	Globe Production I	3

### Second Year

#### Semester I

THEA 503	Text and Context: Restoration Drama	3
THEA 513	Movement III	3
THEA 523	Acting III	3
THEA 543	Voice and Speech III	3

#### Semester II

THEA 595	Text and Context: Thesis Project	1-6
THEA 514	Movement IV	3
THEA 524	Acting IV	3
THEA 544	Voice and Speech IV	3

#### Semester III (Summer)

THEA 532	Globe Production II	3
THEA 533	Globe Production III	3

Courses will be taken either at The Old Globe or at USD under the supervision of the Director of the program.

## Courses

### 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*

Randy Willoughby, PhD, PROFESSOR, U.S. National Security, Regional Security, European Politics

*Faculty*

Del Dickson, PhD, JD, PROFESSOR, Comparative and International Law

Casey B.K. Dominguez, PhD, ASSOCIATE PROFESSOR, American Politics, Research Design

Emily Edmonds-Poli, PhD, ASSOCIATE PROFESSOR, Politics in Latin America, U.S.-Latin American Relations, Politics in Mexico

Cory Gooding, PhD, ASSISTANT PROFESSOR, Race and Ethnic Politics

Timothy McCarty, ASSISTANT PROFESSOR, Political Theory

Vidya Nadkarni, PhD, CHAIR, PROFESSOR, International Relations Theory, American Foreign Policy, Politics in Russia

Noelle Norton, PhD, PROFESSOR, American Politics, Gender Politics

Lee Ann Otto, PhD, PROFESSOR, Politics in Japan, Politics in China, Revolutionary Change

Michael R. Pfau, PhD, ASSOCIATE PROFESSOR, Politics in Germany, Research Design

David Shirik, PhD, PROFESSOR, International Political Economy, U.S.-Latin American Relations, Politics in Mexico, Transnational Crime and Terrorism

Avi Spiegel, PhD, JD, ASSOCIATE PROFESSOR, Politics in the Middle East, U.S.-Middle East Relations

Andrew Tirrell, JD, ASSISTANT PROFESSOR, Environmental Politics

J. Michael Williams, PhD, JD, ASSOCIATE PROFESSOR, Comparative Politics, Politics in Sub-Saharan Africa, Politics in South Africa

## Program Description

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

## Scholarships and Grants

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

on every student's MySanDiego portal. Students that intend to enroll during Intercession 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 Intercession and February for Summer.

## Requirements for Admission

### Master of Arts in International Relations

See here (p. 25) for basic admission requirements.

Entrance Semesters	Fall, January, Spring, Summer
Application Deadlines	Applications are considered on a rolling basis throughout the year. However, to guarantee consideration for scholarships, applications must be received before March 1 for fall or 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.

## Requirements for the Degree

- Approval of courses by graduate director for all 30 units.
- At least 24 units of political science at the 500-level, including

Code	Title	Hours
POLS 535	Research Design	1.5
POLS 550	Comparative Politics	3
POLS 570	Theories in International Relations	3
POLS 595	MAIR Capstone Seminar	3

- Up to six units of relevant courses can be chosen from among undergraduate political science, peace and justice studies, economics, history, business administration, or law. Up to six units of graduate coursework in international relations can be transferred from another university.
- Only one course with a grade of "C+", "C", or "C-" may count toward the degree. No courses with a grade of "D" or "F" will count toward the degree (although all grades are calculated in the GPA.)



## Courses

### **POLS 529 | LAW OF THE SEA**

#### **Units: 3**

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 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**

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 WESTERN EUROPE**

#### **Units: 3**

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 557 | POLITICS IN LATIN AMERICA**

#### **Units: 3**

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

### **POLS 559 | POLITICS IN THE MIDDLE EAST**

#### **Units: 3**

This course explores political developments in the Middle East with particular attention to the contemporary era.

### **POLS 560 | POLITICS OF SUB-SAHARAN AFRICA**

#### **Units: 3**

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

### **POLS 561 | POLITICS IN SOUTH AFRICA**

#### **Units: 3**

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

### **POLS 565 | POLITICS IN RUSSIA**

#### **Units: 3**

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**

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**

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**

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 | AMERICAN FOREIGN POLICY**

#### **Units: 3**

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

### **POLS 572 | RUSSIAN FOREIGN POLICY**

#### **Units: 3**

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**

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**

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 | AMERICA AND THE MIDDLE EAST****Units: 3**

This course examines the influences and interests that shape American foreign policy 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 U.S. and this contested and dynamic region.

**POLS 576 | 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 577 | REGIONAL SECURITY****Units: 3**

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

**POLS 578 | TRANSNATIONAL CRIME AND TERRORISM****Units: 3**

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

**POLS 579 | BORDER POLITICS AND POLICY****Units: 3**

This course provides an examination of U.S.-Mexican border politics and related policies, including trade, economic development, migration, law enforcement and security, and international diplomacy. This course will also consider comparative border dynamics of other regions, such as U.S.-Canada, China-Russia, Spain-Morocco, and the European Union.

**POLS 580 | INTERNATIONAL POLITICAL ECONOMICS****Units: 3**

This course examines the international and national political strategies affecting economic growth and global distribution of wealth.

**POLS 582 | INTERNATIONAL HUMAN RIGHTS****Units: 1-6**

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**

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**

This course examines the policy decisions that determine human responses to environmental challenges. We begin by exploring three foundational topics: environmental ideologies, the global commons, and natural resources valuation. We then apply these core concepts to environmental sectors, such as climate change, sustainable development, marine resources management, environmental negotiations, and conservation.

**POLS 586 | POLITICS OF INTELLIGENCE****Units: 3**

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 587 | SPECIAL TOPICS IN INTELLIGENCE****Units: 3 Repeatability: Yes (Repeatable if topic differs)**

This course is focused primarily on US covert action. Covert action refers to the effort by a government to influence events, conditions, attitudes, or behavior in ways that cannot be attributed to the sponsor. Students are exposed to the nature and principles of covert action, how it is employed to achieve national security objectives, and its capabilities and limitations.

**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 and POLS 570

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: 1.5 Repeatability: Yes (Repeatable if topic differs)**

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**

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**

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*

Ronald S. Kaufmann, PhD, Professor, Pelagic and Benthic Ecology

*Faculty*

Michel A. Boudrias, PhD, ASSOCIATE PROFESSOR, Locomotion, Benthic Ecology

Hugh I. Ellis, PhD, PROFESSOR, Avian Physiological Ecology, Waterbirds

Sarah C. Gray, PhD, PROFESSOR, Paleoclimatology, Sedimentology

Mary Sue Lowery, PhD, PROFESSOR, Fish Biochemistry and Muscle Development

Geoffrey Morse, PhD, ASSOCIATE PROFESSOR, Insect Evolution and Ecology

Bethany O'Shea, PhD, ASSOCIATE PROFESSOR, Environmental Geochemistry

Jennifer C. Prairie, PhD, ASSISTANT PROFESSOR, Plankton Ecology, Mathematical Biology

Nathalie B. Reys, PhD, ASSOCIATE PROFESSOR, Biophysical Dispersal of Larvae, Fisheries Oceanography

Steven P. Searcy, PhD, ADJUNCT ASSISTANT PROFESSOR, Early Life History of Fishes and Invertebrates

Drew M. Talley, PhD, ASSOCIATE PROFESSOR, Coastal Ecology, Habitat Connectivity

Suzanne Walther, PhD, ASSISTANT PROFESSOR, Fluvial Geomorphology

Zhi-Yong Yin, PhD, PROFESSOR, Hydroclimatology, GIS and Remote Sensing

*Affiliated Faculty*

Frederick I. Archer, PhD, Population Genetics and Delphinid Fisheries (Southwest Fisheries Science Center)

Lisa T. Ballance, PhD, Cetacean and Seabird Ecology (Southwest Fisheries Science Center)

Ann B. Bowles, PhD, Bioacoustics (Hubbs-SeaWorld Research Institute)

Jeffrey A. Crooks, PhD, Invasive Species (Tijuana Estuary National Estuarine Research Reserve)

Mark A. Drawbridge, MS, Fish Hatcheries and Aquaculture (Hubbs-SeaWorld Research Institute)

Michael G. Hinton, PhD, Pelagic Ecology, Population Ecology, Statistics (Inter-American Tropical Tuna Commission)

Thomas G. Kretzschmar, PhD, Hydrogeology (Centro de Investigacion Cientificas y de Enseñanza Superior de Ensenada)

N. Chin Lai, PhD, Physiology of Fish (Veterans Administration; UC San Diego)

Ignacio Rivera-Duarte, PhD, Marine Geochemistry (SPAWAR)

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)

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 Requirements For Admission Master of Science in Environmental and Ocean Sciences

See here (p. 25) 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	Hours
<b>Coursework</b>		
EOSC 500	Core Seminar I	2
EOSC 501	Core Seminar II	2
EOSC 511	Statistics	3
Graduate Science Courses (2), with lab <sup>1</sup>		8
Graduate Elective or Science Course, with lab		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 550	Geological Oceanography (E,M)	4
EOSC 551	Biological Oceanography	4
EOSC 552	Marine Geochemistry (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
<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	2-4
POLS 529	Law of the Sea	3
<b>Research/Thesis (minimum 11 units)</b>		
EOSC 596	Research <sup>3</sup>	0.5-7
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 two graduate science courses with an M designation. Students in the Environmental Science track must take two graduate science courses with an E designation.

<sup>2</sup> A maximum of six undergraduate units taken at the university may be applied to the graduate program. Examples include 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	Hours	
EOSC 500	Core Seminar I	2

Graduate Science Course		4	<b>EOSC 515   GEOGRAPHIC INFORMATION SYSTEMS</b>
Graduate Science Course or Elective		3-4	<b>Units: 4 Repeatability: No</b> 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.
<b>Semester II</b>			
EOSC 501	Core Seminar II	2	
Graduate Science Course or Elective		3-4	
EOSC 511	Statistics	3	Laboratory exercises will use ArcGIS software. Two hours of lecture and one laboratory per week. Spring semester.
<b>Second Year</b>			
<b>Semester I</b>			
EOSC 596	Research	6-7	
EOSC 596 or Graduate Elective		3-4	
<b>Semester II</b>			
EOSC 597	Thesis	1	

Note: Students who will not finish by the end of their second summer should take 9 units in semester I of the second year and 1 unit of EOSC 596 in semester II of the second year. These students should take 0.5-1 unit of EOSC 597 each semester until they finish.

## Courses

### 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 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 | MARINE GEOCHEMISTRY****Units: 4 Repeatability: No**

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.

**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 594 | SPECIAL TOPICS IN ENVIRONMENTAL AND OCEAN SCIENCES****Units: 2-4 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: 0.5-7 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

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## *Administration*

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Shelley Y. Hawkins, PhD, APRN, FAANP, DIRECTOR, Doctor of Nursing Practice and Master of Science in Nursing, Nurse Practitioner Programs, Associate Professor

Stephanie Evangelista, MSN, RN, CLINICAL PLACEMENT COORDINATOR

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Kathleen Sweeney, DNP, APRN, Clinical Associate Professor

Michael Terry, DNP, APRN, Clinical Associate Professor

Robert Topp, PhD, RN, Patricia A. Chin Nursing Research Endowed Professor

Linda Urden, DNSc, APRN, FAAN, Professor

The Hahn School of Nursing and Health Science is a community of progressive scholars in an intellectually rigorous, research intensive environment. We educate graduate level nurses to optimize health, promote healing and alleviate suffering through reflective practice, knowledge generation, service to the community and leadership at local and global levels. We seek to deepen our commitment to social justice by influencing health policy and by promoting an ethical approach to nursing characterized by compassion and respect for the dignity of the individual.

### Programs

#### *Doctor of Philosophy in Nursing (PhD)*

MSN to PhD  
BSN to PhD  
Executive Nurse Leader

#### *Doctor of Nursing Practice (DNP)*

MSN to DNP  
BSN to DNP  
Family Nurse Practitioner, Dual Adult-Gerontology/Family Nurse  
Practitioner, Dual Pediatric/Family Nurse Practitioner and Psychiatric-  
Mental Health Nurse Practitioner

#### *Master of Science in Nursing (MSN)*

Adult-Gerontology Clinical Nurse Specialist, Clinical Nurse Leader, Dual Adult-  
Gerontology/Family Nurse Practitioner, Dual Pediatric/Family Nurse Practitioner,  
Executive Nurse Leader, Family Nurse Practitioner, Psychiatric-Mental Health  
Nurse Practitioner, Health Care Informatics

#### *Master's Entry Program in Nursing (for Non-RNs) (MEPN)*

Program for individuals with a baccalaureate or higher degree in another  
discipline, seeking a new career in nursing. The MSN degree is earned as a  
Clinical Nurse Leader.

#### *Master of Science in Health Care Informatics (for non-RNs) MS*

##### *Accreditation*

The Master of Science in Nursing and Doctor of Nursing Practice programs  
at the University of San Diego Hahn School of Nursing and Health Science  
are accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>). Persons who complete the pre-licensure  
component of the master's program are eligible to apply for licensure by the  
Board of Registered Nursing. The Clinical Nurse Specialist 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, that nurse scholars must receive preparation at this level to develop as scientists and that the preparation of nurse scientists is best accomplished in a milieu in which faculty and students participate in a partnership of inquiry.

The Doctor of Philosophy in Nursing Program is designed to prepare beginning level nurse scientists who think critically, conduct research and serve as investigators and collaborators on research teams. Graduates of this program develop leadership skills to influence health policy and promote social justice at local, national and global levels.

### Program Overview

To achieve expertise as beginning level nurse scientists, students are educated and socialized for their roles both didactically through course work, seminars and tutorials and experientially through research assistantships, collaboration with faculty mentors and independent research. Students receive a strong foundation in scientific inquiry with a focus on a clinically relevant area for scholarship and research. The program requires a minimum of 48 units of course work. Required courses primarily focus on nursing science and research. Students select 9-12 units of emphasis courses to support the focus or design of their dissertation. The program offers a concentration in clinical nursing research, executive leadership, or knowledge transmission of the discipline of nursing. Six units per semester is considered full time enrollment, with additional offerings in the intersession and summer session. The PhD degree may be completed in 3-4 years.

### General Regulations

1. Residency Requirement  
Students must fulfill this requirement by enrolling in:
  - a. 12 units of on-campus doctoral coursework during a 12-month period, OR
  - b. 6 units of on-campus doctoral coursework during each of two consecutive Summer sessions.
2. Transfer of Credit  
(See here (p. 35) 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

### Additional Requirements For Admission Doctor Of Philosophy Degree

See here (p. 25) for basic admission requirements.

Entrance Semester	Fall
Application Deadline	February 1
Minimum Grade Point Average	3.5 (4.0 scale)
Required Licenses	Current Registered Nurse license
Additional Requirements	Two references completed by doctorally prepared faculty members
	One reference completed by an employer or colleague

Example of scholarly writing (e.g. thesis, article, paper)

Personal statement of career, research and scholarship goals

Brief interview for applicants who meet preliminary selection criteria

### Requirements for the Doctor of Philosophy Degree Program of Study

The program of study includes a minimum of 48 units of post-master's coursework. This includes 12 units for the dissertation. A minimum grade of B- is required in degree courses with an overall GPA of 3.0.

Note: The PhD program currently is being refined. Modifications may be made in the future. Please refer to the Program Handbook and website.

Code	Title	Hours
<b>Core Component</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>		
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 677	Advanced Quantitative Designs in Research	3
PHDN 673	Introduction to Qualitative Research: Background, Processes, and Approaches	3
PHDN 676	The Practice of Qualitative Research <sup>1</sup>	3
<b>Areas of Emphasis</b>		
Three graduate courses selected by the student and advisor, related to the student's specific research topic.		9-12
Dissertation students using quantitative research methods have the option of an additional emphasis course		
<b>Dissertation Component (12 units minimum)</b>		
PHDN 650	Nursing Research Seminar	1
PHDN 651	Nursing Research Seminar	1
PHDN 652	Nursing Research Seminar	1
PHDN 653	Nursing Research Seminar	2
PHDN 654	Nursing Research Seminar	1
PHDN 655	Nursing Research Seminar	1
PHDN 695	Dissertation	5

<sup>1</sup> Required for dissertation students using qualitative research methods

The presentation of the proposal and dissertation findings are required. After the completion of five units of PHDN 695 and seven units of PHDN 650-PHDN 655, candidates must continue to register for PHDN 695 (1 unit) and PHDN 655 (1 unit) each semester to maintain candidacy until the dissertation is completed. See the Doctoral Student Handbook for guidelines on producing the dissertation.

## Courses

### PHDN 601 | PHILOSOPHY OF SCIENCE IN NURSING

#### Units: 3

Explores epistemological and ontological foundations of science and how they influence the development of the science of nursing. Examines specific philosophical traditions such as empiricism, phenomenology, and emancipatory paradigms for their relevance to nursing. Incorporates the social and historical bases of these paradigms for nursing science.

### PHDN 602 | THEORY DEVELOPMENT IN NURSING

#### Units: 3

Prerequisites: PHDN 601 (Can be taken Concurrently)

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

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

Prerequisites: PHDN 607 (Can be taken Concurrently)

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

Prerequisites: PHDN 607 and PHDN 608

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

Prerequisites: PHDN 670 and PHDN 673 and PHDN 677

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 640 | BIOETHICAL ISSUES IN NURSING

#### Units: 3

Focuses on the process of ethical inquiry and its relevance for contemporary nursing practice, education, and research. Ethical theories and frameworks are explored as the basis for professional decision-making and public policy determination and include justice, caring, consideration of the common good, and feminist points of view. Contemporary bioethical issues are examined using case analysis and narrative approaches.

### PHDN 649 | RESEARCH SEMINAR IN HEALTH POLICY

#### Units: 3

Explores the evolution of nursing scholarship and its current and potential influence on health policy. Provides an overview of the history of the U.S. health care system including the controversies and challenges of health policy reform and health disparities. Implications for social justice are addressed in view of rising health care costs, increasing health care inequities and modest health care outcomes.

### PHDN 650 | NURSING RESEARCH SEMINAR

#### Units: 1

Provides socialization to the PhD nurse scholar role, with an emphasis on scientific writing and textual reading at the PhD level.

### PHDN 651 | NURSING RESEARCH SEMINAR

#### Units: 1

Prerequisites: PHDN 650

Provides guidance on the development of dissertation topic and utilizes writing exercises designed to explicate the research question and the significance of the study area.

### PHDN 652 | NURSING RESEARCH SEMINAR

#### Units: 1

Prerequisites: PHDN 651

Provides support for the ongoing development of the dissertation, with an emphasis on the preparation of a critique-based literature review and methodological issues.

### PHDN 653 | NURSING RESEARCH SEMINAR

#### Units: 2

Prerequisites: PHDN 652

Provides support for the development of an in depth, detailed plan for data collection and the final preparation of the dissertation proposal for presentation to the Dissertation Committee.

### PHDN 654 | NURSING RESEARCH SEMINAR

#### Units: 1

Prerequisites: PHDN 653

Provides support for the actual conduct of the dissertation study, with emphasis on commonly encountered challenges to data collection and management.

### PHDN 655 | NURSING RESEARCH SEMINAR

#### Units: 1

Prerequisites: PHDN 654

Provides support for the finalization of the dissertation, with emphasis on data analysis and the preparation of the dissertation findings for final presentation. After completion of 1 unit of PHDN 655, candidates must continue to register for 1 unit each semester to maintain candidacy until the completed dissertation is submitted.

### PHDN 661 | HEALTH AND ILLNESS AMONG CULTURALLY DIVERSE POPULATIONS

#### Units: 3

Explores a wide range of theoretical perspectives related to health and illness. Emphasizes the health and illness experiences of various ethnic, stigmatized, and disenfranchised populations. Students analyze how sociocultural factors shape health behaviors and practices among these groups, as well as research strategies for the study of health and illness among diverse aggregates.

### PHDN 670 | QUANTITATIVE DESIGNS IN RESEARCH

#### Units: 3

Prerequisites: PHDN 601 and PHDN 607

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 and PHDN 608 and PHDN 676

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**

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**

Prerequisites: PHDN 673

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**

Prerequisites: PHDN 670

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.

**PHDN 683 | KNOWLEDGE DISSEMINATION****Units: 3**

Analysis and evaluation of strategies that facilitate knowledge dissemination in academic settings in nursing. Emphasis is on synthesis of literature related to the unique learning needs of the nurse scholar.

**PHDN 684 | SEMINAR IN GRANT WRITING****Units: 3**

Addresses all aspects of grant writing, including funding sources, proposal writing and management of funded projects.

**PHDN 685 | WRITING FOR PUBLICATION****Units: 3**

Focuses on scholarly writing in professional nursing, Emphasizes manuscript development for submission for publication. Address multiple venues and publication formats. Emphasizes publication of research findings as well as ethical and legal issues in publications.

**PHDN 687 | INNOVATIONS IN NURSING EDUCATION****Units: 3**

Explores theoretical foundations and educational philosophies fundamental to nursing education. Innovative teaching strategies and technological approaches to professional education are presented. Experienced faculty/students discuss challenges encountered in teaching nursing students in diversified classrooms.

**PHDN 688 | PALLIATIVE CARE ACROSS THE LIFE SPAN****Units: 3**

An in-depth exploration of the roles of the Nurse Researcher and Advanced Practice Nurse in the palliative care setting. Theories of palliative care will be explored as a basis for praxis, the conduct of research, and public policy determination. Symptom management, patient-family communication and cultural perspectives of chronic illness are major course themes. Analysis and critique of contemporary research on palliative care is integrated throughout the course.

**PHDN 689 | SEMINAR IN HEALTH PROMOTION****Units: 3**

Examines theoretical and empirical explanation of health promotion on the well-being of individuals, families and communities. The course encourages students to complete reviews of evidence based research and effectiveness of health promotion programs, health counseling and communication including health education principles, evaluation methods and funding opportunities. Synthesis of the literature in relation to student research interest is required to support development of a dissertation/project relevant to a health promotion concern.

**PHDN 690 | SEMINAR IN EXECUTIVE NURSE LEADERSHIP RESEARCH****Units: 3**

Analyzes the state of the science concerning health care systems and organizational research. Theoretical frameworks, ethical considerations, research methods, instrumentation, findings and implications for further research will be explored.

**PHDN 693 | RESIDENCY****Units: 3**

Provides intensive experience in a selected area of career development.

**PHDN 694 | SPECIAL TOPICS IN NURSING RESEARCH****Units: 3-4**

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: 1-5**

Development and implementation of original research. After completion of 5 units of PHDN 695, candidates must continue to register for 1 unit each semester to maintain candidacy until the completed dissertation is submitted.

**PHDN 697 | SEMINAR IN VULNERABLE POPULATIONS/HEALTH DISPARITIES RESEARCH****Units: 3**

Analyzes the state of the science concerning health-related issues and health disparities among vulnerable populations. Theoretical underpinnings, ethical considerations, research methods, instrumentation, findings and implications for further research will be explored.

## 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 specialty 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.

Advanced practice registered nurses who are master's prepared can enroll in the post-MSN DNP, or DNP completion track in which graduates have gained additional knowledge and clinical expertise in a defined area of advanced nursing practice. Core knowledge in the scientific, philosophical, ethical, health policy, informatics, and business aspects of clinical practice provide a foundation for

DNP scholarly practice and the evidence-based practice (EBP) translational project.

The post-MSN DNP track requires 2 years of full-time study; part-time study is also available. The program plan requires completion of 34 units.

The BSN to DNP program is also 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), and Psychiatric-Mental Health Nurse Practitioner (PMHNP). Graduates of a master's entry program in nursing are also eligible to apply.

The BSN to DNP program requires 3 years of full-time study; part-time study is also available. The curriculum ranges from 78-81 units depending on the focus of study and prior preparation.

Graduates are eligible to write national certification examinations appropriate to their educational preparation.

## Courses

### APNC 520 | ADVANCED PATHOPHYSIOLOGY

#### Units: 3

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

Prerequisites: APNC 520 (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: 0

### APNC 523 | PHARMACOLOGY IN HEALTH MANAGEMENT

#### Units: 3

Prerequisites: APNC 520

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

Prerequisites: MEPN 535

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.

## Doctor of Nursing Practice Degree for APRNs

### Post-Master's Doctor of Nursing Practice Program

Advanced practice registered nurses who are Master's prepared and have national certification can enroll in the DNP completion program where they will gain additional knowledge and clinical expertise in a defined area of advanced nursing practice. Core knowledge in the scientific, philosophical, ethical, health policy, informatics, and business aspects of clinical practice will provide a foundation for DNP Scholarly Practice and the final project. The program is 34 units in length.

Entrance Semesters	Fall Only
Application Deadlines	March 1
Required Licenses	Current California Registered Nurse license
Additional Requirements	Master's degree in Nursing with an Advance Practice Registered Nurse (APRN) Specialty Certification as an Advance Practice Registered Nurse (APRN) Personal statement of career goals Minimum Grade Point Average: 3.5 on a 4.0 scale Basic computer literacy Completion of the University Application for the Doctor of Nursing Practice (DNP) Program Goal statement in the application will require the applicant to elucidate a specific clinical practice focus and evidence-based clinical issue or problem One official transcript from each college or university attended Three professional recommendations (Two from clinicians who hold a doctoral degree –RN/APRNs or MDs) Example of scholarly writing (thesis, article or paper written within the last five years) Resume/CV Interview (only qualified applicants will be contacted to schedule an interview based on initial review of their application)

Evidence of specified immunizations and screening tests, a report of recent physical examination, and BLS certification if admitted into the program

International applicants must meet additional requirements for admission <http://www.sandiego.edu/admissions/graduate/international/>

**Additional Requirements**

BSN degree from an approved, accredited school

One year of clinical experience as a Registered Nurse (Applicants to the Dual Pediatric/Family or Dual Adult-Gerontology/Family programs require clinical experience in pediatrics or adult/geriatrics, respectively)

Goal statement in the application will require the applicant to demonstrate an understanding of the APRN role for which they are applying and elucidate a specific clinical practice focus and evidence-based clinical issue or problem they plan to address in their DNP Scholarly Practice

Minimum Grade Point Average: 3.5 on a 4.0 scale

Basic statistics course

Basic computer literacy

Completion of the University Application for the Doctor of Nursing Practice (DNP) Program

One official transcript from each college or university attended

Three professional recommendations (Two from clinicians who hold a doctoral degree –RNs/APRNs or MDs)

Example of scholarly writing (thesis, article or paper written within the last five years)

Resume/CV

Interview (only qualified applicants will be contacted to schedule an interview based on initial review of their application)

Evidence of specified immunizations and screening tests, a report of recent physical examination, and BLS certification if admitted into the program

International applicants must meet additional requirements for admission <http://www.sandiego.edu/admissions/graduate/international/>

Basic nutrition course

## Requirements for the Doctor of Nursing Practice Degree Program of Study for APRNs

The program of study includes a minimum of 34 units of post-master’s coursework, 10 units of which are required for DNP Scholarly Practice.

(Total units: 34)

Code	Title	Hours
<b>DNP Core Component</b>		
Designed to provide core knowledge in the scientific, philosophical, ethical, health policy and business aspects of clinical practice to further develop the advanced practice registered nurse.		
DNPC 610	Philosophy of Reflective Practice	3
DNPC 611	Methods of Translational Science/ 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>		
Designed to extend clinical and leadership skills in a specialty area of advanced nursing practice through additional clinical experience and the design, implementation and evaluation of a final project.		
DNPC 630	DNP Scholarly Practice (1-6 units can be taken each semester)	1-6

## Doctor of Nursing Practice Degree for RNs

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) and Psychiatric-Mental Health Nurse Practitioner (PMHNP).

The program requires 3 years of full-time study; part-time study is also available. The curriculum ranges from 78-81 semester credits depending upon the focus of study and prior preparation. Graduates of the program are eligible for national board certification and earn the Doctor of Nursing Practice degree. Graduates of a Master’s Entry Program in Nursing are also eligible to apply.

Entrance Semesters	Fall Only
Application Deadlines	March 1
Required Licenses	Current California Registered Nurse license

## Requirements for the Doctor of Nursing Practice Degree Program of Study for RNs A. Post BSN DNP with Family Nurse Practitioner Preparation

(Total units: 78)

Code	Title	Hours
<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>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
<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 (1-6 units can be taken each semester)	1-6

### B. Post BSN DNP with Dual Pediatric Nurse Practitioner/ Family Nurse Practitioner Preparation

(Total units: 81)

Code	Title	Hours
<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>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 549	Primary Pediatric Health Care: Selected Topics for Primary Care of Children	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 (1-6 units can be taken each semester)	1-6

### C. Post BSN DNP with Dual Adult Gerontology Nurse Practitioner/Family Nurse Practitioner Preparation

(Total units: 81)

Code	Title	Hours
<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>Emphasis<sup>1</sup></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 (1-6 units can be taken each semester)	1-6

### D. Post BSN DNP with Family/Lifespan Psychiatric Mental Health Nurse Practitioner Preparation

(Total units 78)

Code	Title	Hours
<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>Emphasis</b>		
NPTC 627	PMHC I: Biopsychosocial Foundations of Behavior & Psychopathology	4
NPTC 651	PMHC II: Psychiatric Assessment & Diagnoses	4
NPTC 624	PMHC III: Psychopharmacology	5
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 (1-6 units can be taken each semester)	1-6

## 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 eight areas of emphasis:

Executive Nurse Leader (<http://www.sandiego.edu/nursing/programs/msn/executive-nurse-leader.php>), Health Care Informatics (<http://www.sandiego.edu/nursing/programs/informatics>), Adult-Gerontology Clinical Nurse Specialist (<http://www.sandiego.edu/nursing/programs/msn/adult-gerontology-clinical-nurse-specialist.php>), Clinical Nurse Leader (<http://www.sandiego.edu/nursing/programs/msn/clinical-nursing.php>), Family Nurse Practitioner (<http://www.sandiego.edu/nursing/programs/msn/primary-care-nurse-practitioner.php>), Dual Adult-Gerontology Nurse Practitioner/Family Nurse Practitioner (<http://www.sandiego.edu/nursing/programs/msn/primary-care-nurse-practitioner.php>), Dual Pediatric Nurse Practitioner/ Family Nurse Practitioner (<http://www.sandiego.edu/nursing/programs/msn/primary-care-nurse-practitioner.php>) and Psychiatric-Mental Health Nurse Practitioner (<http://www.sandiego.edu/nursing/programs/msn/primary-care-nurse-practitioner.php>). 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 are also several MSN options available. The options include a Nursing Education Option (<http://www.sandiego.edu/nursing/programs/msn/nursing-education-option.php>), a Latino Health Care Option (<http://www.sandiego.edu/nursing/programs/msn/latino-health-care-option.php>), and a Mind-Body-Spirit Health Care Option (<http://www.sandiego.edu/nursing/programs/msn/mind-body-spirit-health-care-option.php>).

## Master of Science in Nursing for Adult Gerontology Clinical Nurse Specialist

### *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 across a variety of health care settings such as hospitals and clinics, as well as their own private practice. Advanced practice as a CNS involves practicing nursing within the three spheres of influence (patient, nurse, organization system) in order to operationalize five CNS role components: expert practitioner, educator, consultant, researcher and clinical leader. As expert practitioner, CNSs provide direct and indirect care to specialized populations. As educators, CNSs teach patients, families,

staff nurses, students, and communities regarding health. As consultants, CNSs assist with problem solving regarding patient care including facilitating support groups and establishing health care programs. CNSs also assist with research and promote research dissemination and evidence-based practice in the practice arena. As clinical leaders, CNSs are responsible for program development, quality improvement processes, and managerial operation and activities.

Graduates are eligible for certification as Clinical Nurse Specialists in the State of California and for national certification by as Adult Health/ Adult-Gerontology Clinical Nurse Specialists by the American Nurses Credentialing Center (<http://www.nursecredentialing.org/certification.aspx>) and the American Association of Critical Care Nurses (AACN) (<http://www.aacn.org/wd/certifications/content/accns-ag-landing.pcms?menu=certification>).

Entrance Semesters	Fall and Spring
Application Deadlines	March 1 (Fall) and November 1 (Spring)
Standardized Admission Test	
Required Licenses	Current California Registered Nurse license
Additional Requirements	BSN degree from an approved, accredited school
	One year of clinical experience preferred
	Basic computer literacy
	Basic statistics course
	Basic nutrition course
	GPA of 3.0 on a 4.0 scale
	Completion of the University Application for the Master of Science in Nursing (MSN) Program
	One official transcript from each college or university attended
	Three professional recommendations
	Resume/CV
	Interview (only qualified applicants will be contacted to schedule an interview based on initial review of their application)
	Evidence of specified immunizations and screening tests, a report of recent physical examination, and BLS certification if admitted into the program
	International applicants must meet additional requirements for admission <a href="http://www.sandiego.edu/admissions/graduate/international/">http://www.sandiego.edu/admissions/graduate/international/</a>

### *Adult-Gerontology Clinical Nurse Specialist*

(Total units: 46)

This curriculum prepares clinical nurse specialists for advanced practice as clinical experts in theory-based and research-based nursing practice within a specialty area. Graduates are eligible for national certification as adult-gerontology clinical nurse specialists in adult health.

Code	Title	Hours	Completion of the University Application for the Master of Science in Nursing (MSN) Program
<b>MSN Core</b>			
MSNC 511	Evidence Based Practice: Role of Theory and Research	3	
MSNC 512	Influencing the Health Care Environment: Policy and Systems	3	One official transcript from each college or university attended
<b>CNS Core</b>			Three professional recommendations
APNC 520	Advanced Pathophysiology	3	Resume/CV
APNC 521	APRN Physical Assessment and Diagnosis	4	Interview (only qualified applicants will be contacted to schedule an interview based on initial review of their application)
APNC 523	Pharmacology in Health Management	3	
HCIN 540	Introduction to Health Care Information Management	3	Evidence of specified immunizations and screening tests, a report of recent physical examination, and BLS certification if admitted into the program
<b>Emphasis</b>			International applicants must meet additional requirements for admission <a href="http://www.sandiego.edu/admissions/graduate/international/">http://www.sandiego.edu/admissions/graduate/international/</a>
ACNS 619	CNS Specialty Role and Practice Foundations	3	
ACNS 632	Adult-Gerontology I: CNS Practice in the Patient Sphere	3	
ACNS 632P	Adult-Gerontology I: CNS Practice in the Patient Sphere Practicum	3	
ACNS 634	Adult-Gerontology II: CNS Practice in the Nurse Sphere	3	
ACNS 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 638	Adult Gerontology IV: Advanced CNS Practice	3	
ACNS 638P	Adult Gerontology IV: Advanced CNS Practicum	3	

## Master of Science in Nursing for Clinical Nurse Leaders

The MSN in Clinical Nurse Leader prepares registered nurses to serve as clinical unit leaders and mentors, to oversee the care coordination of a distinct group of patients, and actively provide direct patient care. This clinician puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. This clinician also collects and evaluates patient outcomes, assesses cohort risk, and has the decision-making authority to change care plans when necessary. This clinician often functions as the leader of an interdisciplinary team by communicating, planning, and implementing care directly with other health care professionals, including physicians, pharmacists, social workers, clinical nurse specialists and nurse practitioners across and within various settings. Graduates are eligible for the Clinical Nurse Leader certification exam.

Entrance Semesters	Fall and Spring
Application Deadlines	March 1 (Fall) and November 1 (Spring)
Standardized Admission Test	
Required Licenses	Current California Registered Nurse license
Additional Requirements	BSN degree from an approved, accredited school
	Currently employed in a health-care setting as a RN providing direct patient care
	Basic computer literacy
	Basic statistics course
	Basic nutrition course
	GPA of 3.0 on a 4.0 scale

## Clinical Nurse Leader (CNL)

This curriculum prepares registered nurses as generalists at the graduate level to improve patient care and patient bedside health care delivery.

Code	Title	Hours
<b>MSN Core</b>		
MSNC 511	Evidence Based Practice: Role of Theory and Research	3
MSNC 512	Influencing the Health Care Environment: Policy and Systems	3
<b>CNL Core</b>		
APNC 520	Advanced Pathophysiology	3
APNC 524	Advanced Pharmacology	3
MSNC 518	Physical Assessment and Diagnosis for RNs	4
<b>CNL Emphasis</b>		
ENLC 556	Management of Health Care System Quality Outcomes and Patient Safety	3
ENLC 598	Evidence-Based Practice Capstone	3
HCIN 540	Introduction to Health Care Information Management	3
MSNC 534	Clinical Nurse Leadership	6

## Master of Science in Nursing for Executive Nurse Leaders

### 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.

Entrance Semesters	Fall and Spring
Application Deadlines	March 1 (Fall) and November 1 (Spring)
Standardized Admission Test	
Required Licenses	Current California Registered Nurse license
Additional Requirements	BSN degree from an approved, accredited school
	Currently employed in a health-care setting as a RN providing direct patient care
	Basic computer literacy
	Basic statistics course
	Basic nutrition course
	GPA of 3.0 on a 4.0 scale
	Completion of the University Application for the Master of Science in Nursing (MSN) Program
	One official transcript from each college or university attended
	Three professional recommendations
	Resume/CV
	Interview (only qualified applicants will be contacted to schedule an interview based on initial review of their application)
	Evidence of specified immunizations and screening tests, a report of recent physical examination, and BLS certification if admitted into the program
	International applicants must meet additional requirements for admission <a href="http://www.sandiego.edu/admissions/graduate/international/">http://www.sandiego.edu/admissions/graduate/international/</a>

### *Executive Nurse Leader (ENL)*

This curriculum prepares graduates for leadership and general management positions in client-care services administration within all types of health care organizations and geographic settings.

Code	Title	Hours
<b>MSN Core</b>		
MSNC 511	Evidence Based Practice: Role of Theory and Research	3
MSNC 512	Influencing the Health Care Environment: Policy and Systems	3
<b>ENL Emphasis</b>		
ENLC 500	Health Care Leadership, Values and Social Justice	3
ENLC 553	Financial Management in Health Care Systems	3
ENLC 555	Resource Management in Health 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
ENLC 591	Administrative Practicum in Health Care Systems	3

ENLC 598	Evidence-Based Practice Capstone	3
HCIN 540	Introduction to Health Care Information Management	3
MSNC 507	Statistics	3

## Master of Science in Nursing for Health Care 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 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.

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.

With a graduate certificate program and two master's degrees in Health Care Informatics, the Hahn School of Nursing and Health Science is prepared to address that shortage. Registered Nurses who complete the certificate and/or the master's programs are eligible to seek certification as nursing informaticists through the American Nurses Credentialing Center (ANCC). Both nursing and non-nursing graduates are prepared for certification through the Healthcare Information and Management Systems Society (HIMSS).

Entrance Semesters	Fall and Spring
Application Deadlines	March 1 (Fall) and November 1 (Spring)
Standardized Admission Test	
Required Licenses	Current California Registered Nurse license
Additional Requirements	BSN degree from an approved, accredited school
	One year of clinical experience preferred
	Basic computer literacy
	Basic statistics course
	Basic nutrition course
	GPA of 3.0 on a 4.0 scale
	Completion of the University Application for the Master of Science in Nursing (MSN) Program
	One official transcript from each college or university attended
	Three professional recommendations
	Resume/CV
	Interview (only qualified applicants will be contacted to schedule an interview based on initial review of their application)
	Evidence of specified immunizations and screening tests, a report of recent physical examination, and BLS certification if admitted into the program
	International applicants must meet additional requirements for admission <a href="http://www.sandiego.edu/admissions/graduate/international/">http://www.sandiego.edu/admissions/graduate/international/</a>

## Health Care Informatics-MSN

### MSN Curriculum Plan

Code	Title	Hours
<b>MSN Core</b>		
MSNC 511	Evidence Based Practice: Role of Theory and Research	3
MSNC 512	Influencing the Health Care Environment: Policy and Systems	3
<b>HCI Core</b>		
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	Residency in Health Care Informatics Capstone	3
<b>HCI Emphasis</b>		
HCIN 553	Clinical Documentation Systems: Specialist Role	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

# Master of Science in Nursing for Nurse Practitioners

## Primary Care Nurse Practitioner Programs

The Primary Care Nurse Practitioner Program prepares nurses for an Advanced Practice Registered Nurse (APRN) role in primary healthcare. As an APRN, nurse practitioners assess patients, order and interpret diagnostic tests, make diagnoses, and initiate and manage treatment plans including prescribing medications. Along with providing skilled clinical services, nurse practitioners bring a comprehensive perspective to healthcare including health promotion, disease prevention, and health education while guiding patients to making smarter health and lifestyle choices here.

Students may choose from four different tracks which range from 46 to 52 units: Family Nurse Practitioner (FNP), dual Pediatric/Family Nurse Practitioner (PNP/FNP), dual Adult-Gerontology/Family Nurse Practitioner (AGNP/FNP) or Psychiatric Mental Health Nurse Practitioner (PMHNP). The FNP track prepares graduates with the knowledge and skills necessary to manage acute and chronic health care needs of individuals at all ages. The PNP track offers emphasis on managing acute and chronic health care problems from birth through 21 years of age with a foundation on variations in growth, development, and behavior in these age groups. The AGNP track focuses on provision of both acute and chronic primary care health care needs for adolescents 13 years of age and older, and adults of all ages with special emphasis on managing the care of the frail elderly. The PMHNP track includes a lifespan perspective focusing on acute and chronic mental health conditions that prepares graduates with skills in individual, family, and group psychotherapy.

Entrance Semesters	Fall
Application Deadlines	March 1
Standardized Admission Test	
Required Licenses	Current California Registered Nurse license
Additional Requirements	BSN degree from an approved, accredited school
	One year of clinical experience preferred
	Basic computer literacy
	Basic statistics course
	Basic nutrition course
	GPA of 3.0 on a 4.0 scale
	Completion of the University Application for the Master of Science in Nursing (MSN) Program
	One official transcript from each college or university attended
	Three professional recommendations
	Resume/CV
	Interview (only qualified applicants will be contacted to schedule an interview based on initial review of their application)

Evidence of specified immunizations and screening tests, a report of recent physical examination, and BLS certification if admitted into the program

International applicants must meet additional requirements for admission <http://www.sandiego.edu/admissions/graduate/international/>

### A. Family Nurse Practitioner

(Total units: 46)

This curriculum prepares family nurse practitioners for advanced practice roles in the provision of primary care to individuals and families across the age span in a variety of ambulatory care settings. Graduates are eligible for state NP certification and national certification as family nurse practitioners.

Code	Title	Hours
<b>MSN Core</b>		
DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 648	Health Policy Analysis	3
<b>APN Core</b>		
APNC 520	Advanced Pathophysiology	3
APNC 521	APRN Physical Assessment and Diagnosis	4
APNC 523	Pharmacology in Health Management	3
<b>Emphasis</b>		
NPTC 602	Primary Care I	4
NPTC 604	Primary Care IIA	6
NPTC 605	Primary Care IIB	6
NPTC 608	Primary Care IIIA	7
NPTC 609	Primary Care IIIB	7

### B. Dual Certification Pediatric Nurse Practitioner/Family Nurse Practitioner

(Total units: 52)

This curriculum prepares pediatric and family nurse practitioners for advanced practice roles in the provision of primary care to individuals and families across the age span in a variety of ambulatory care settings. Graduates are eligible for state NP certification and national certification as pediatric and family nurse practitioners.

Code	Title	Hours
<b>MSN Core</b>		
DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 648	Health Policy Analysis	3
<b>APN Core</b>		
APNC 520	Advanced Pathophysiology	3
APNC 521	APRN Physical Assessment and Diagnosis	4
APNC 523	Pharmacology in Health Management	3
<b>Emphasis</b>		
NPTC 602	Primary Care I	4
NPTC 604	Primary Care IIA	6
NPTC 605	Primary Care IIB	6

NPTC 608	Primary Care IIIA	7	NPTC 653	PMHC IVA: Individual Psychotherapy I	7
NPTC 609	Primary Care IIIB	7	NPTC 655	PMHC IVB: Individual Psychotherapy I	5
NPTC 549	Primary Pediatric Health Care: Selected Topics for Primary Care of Children	6	NPTC 657	PMHC V: Psychotherapy with Group and Family Systems	5

### C. Dual Certification Adult Gerontology Nurse Practitioner/Family Nurse Practitioner

(Total units: 52)

This curriculum prepares adult and family nurse practitioners for advanced practice roles in the provision of primary care to individuals and families across the age span in a variety of ambulatory care settings. Graduates are eligible for state NP certification and national certification as adult-gerontology and family nurse practitioners.

Code	Title	Hours
<b>MSN Core</b>		
DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 648	Health Policy Analysis	3
<b>APN Core</b>		
APNC 520	Advanced Pathophysiology	3
APNC 521	APRN Physical Assessment and Diagnosis	4
APNC 523	Pharmacology in Health Management	3
<b>Emphasis</b>		
NPTC 602	Primary Care I	4
NPTC 604	Primary Care IIA	6
NPTC 605	Primary Care IIB	6
NPTC 608	Primary Care IIIA	7
NPTC 609	Primary Care IIIB	7
NPTC 535	Primary Adult-Gerontology Health Care: Management of Older Adults with Long-Term Health Problems	6

### D. Family/Lifespan Psychiatric Mental Health Nurse Practitioner

(Total units: 46)

This curriculum prepares psychiatric mental health nurse practitioners for advanced practice roles in the provision of primary care to individuals, families and groups across the age span in a variety of ambulatory care settings. Graduates are eligible for state NP certification and national certification as psychiatric-mental health nurse practitioners.

Code	Title	Hours
<b>MSN Core</b>		
DNPC 611	Methods of Translational Science/ Evidence Based Clinical Practice	3
DNPC 648	Health Policy Analysis	3
<b>APN Core</b>		
APNC 520	Advanced Pathophysiology	3
APNC 521	APRN Physical Assessment and Diagnosis	4
APNC 523	Pharmacology in Health Management	3
<b>Emphasis</b>		
NPTC 627	PMHC I: Biopsychosocial Foundations of Behavior & Psychopathology	4
NPTC 651	PMHC II: Psychiatric Assessment & Diagnoses	4
NPTC 624	PMHC III: Psychopharmacology	5

## 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 upon completion of required clinical practice requirements.

Clinical teaching sites will be located at major medical centers throughout San Diego County, affording broad exposure to excellent centers of patient care.

Entrance Semesters	Fall
Application Deadlines	November 1
Standardized Admission Test	
Additional Requirements	Bachelor's degree from an approved, accredited school
	Completion of the required prerequisite courses
	Basic computer literacy
	Basic statistics course
	GPA of 3.0 on a 4.0 scale
	Completion of the Centralized Nursing Application (Nursing CAS) and the USD Supplemental Application
	One official transcript from each college or university attended
	Three professional recommendations
	Resume/CV
	Interview (only qualified applicants will be contacted to schedule an interview based on initial review of their application)
	Evidence of specified immunizations and screening tests, a report of recent physical examination, and BLS certification if admitted into the program
	International applicants must meet additional requirements for admission <a href="http://www.sandiego.edu/admissions/graduate/international/">http://www.sandiego.edu/admissions/graduate/international/</a>

Code	Title	Hours
<b>MEPN Core</b>		
APNC 520	Advanced Pathophysiology	3
APNC 524	Advanced Pharmacology	3

HCIN 540	Introduction to Health Care Information Management	3
MEPN 521	Health Assessment	3
MEPN 533	Conceptual Basis of Professional Nursing Practice	2
MEPN 534	Fundamentals of Nursing	3
MEPN 535	Introduction to Pharmacology in Nursing Practice	2
MEPN 547	Care of Populations	4
MEPN 555	Nursing Practice with Adult and Older Adult Patients with Acute and Chronic Health Problems I	5
MEPN 557	Nursing Practice with Psych-Mental Health Clients	4
MEPN 558	Nursing Practice with Mothers and Infants	4
MEPN 559	Nursing Practice with Children with Acute and Chronic Health Problems	4
MEPN 560	Advanced Generalist Nursing Internship	5
MSNC 503	Nursing Practice with Diverse Families in Communities	2
MSNC 511	Evidence Based Practice: Role of Theory and Research	3
MSNC 512	Influencing the Health Care Environment: Policy and Systems	3
MSNC 534	Clinical Nurse Leadership	6

## Master of Science in Health Care Informatics

### Health Care 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 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.

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.

With a graduate certificate program and two master's degrees in Health Care Informatics, the Hahn School of Nursing and Health Science is prepared to address that shortage. Both nursing and non-nursing graduates are prepared for certification through the Healthcare Information and Management Systems Society (HIMSS).

Entrance Semesters	Fall and Spring
Application Deadlines	March 1 (Fall) and November 1 (Spring)
Standardized Admission Test	
Additional Requirements	Bachelor's degree from an approved, accredited school
	Basic computer and information management skills

Basic understanding of Microsoft Office products (Word, PowerPoint, Excel)
Basic statistics course
Medical terminology course
Minimum of 50 hours as a volunteer in an acute care setting (Letter of Verification Required)
One year of work experience preferred
GPA of 3.0 on a 4.0 scale
Completion of the University Application for the Master of Science in Nursing (MSN) Program
One official transcript from each college or university attended
Three professional recommendations
Resume/CV
Interview (only qualified applicants will be contacted to schedule an interview based on initial review of their application)
Evidence of specified immunizations and screening tests, a report of recent physical examination, and BLS certification if admitted into the program
International applicants must meet additional requirements for admission <a href="http://www.sandiego.edu/admissions/graduate/international/">http://www.sandiego.edu/admissions/graduate/international/</a>

#### **Foundation Courses:**

HCIN 540 Introduction to Health Care Information Management

HCIN 541 Introduction to Health Care Delivery Systems

#### **Core Courses:**

HCIN 542 Systems Analysis and Design for Health Care Informatics

HCIN 543 Database Design and Knowledge Management

HCIN 544 Advanced Health Care Information Management

ENLC 500 Health Care Leadership, Values and Social Justice

ENLC 553 Financial Management in Health Care Systems

ENLC 556 Management of Health Care System Quality Outcomes and Patient Safety

ENLC 557 Strategic Planning and Management of Health Systems

MSNC 507 Statistics

HCIN 546 Capstone

Code	Title	Hours
<b>HCI Core</b>		
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	Residency in Health Care Informatics Capstone	3
<b>HCI Emphasis</b>		
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

### ***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**

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 care employment experience.

#### **HCIN 542 | SYSTEMS ANALYSIS AND DESIGN FOR HEALTH CARE INFORMATICS**

**Units: 3 Repeatability: No**

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 and HCIN 542 (Can be taken Concurrently)

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 and HCIN 542 and HCIN 543 (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 | RESIDENCY IN HEALTH CARE INFORMATICS CAPSTONE****Units: 3**

Prerequisites: HCIN 540 and HCIN 542 and HCIN 543 and HCIN 544

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 550 | HEALTH CARE SIX SIGMA, GREEN BELT****Units: 3**

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**

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**

documentation systems. Explores 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**

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**

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

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 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 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.

# JOAN B. KROC SCHOOL OF PEACE STUDIES

## Administration

Patricia Márquez, PhD, DEAN

Louis Cappella, ASSISTANT DEAN, for Administration and Operations

Andrew Blum, PhD, DIRECTOR, Joan B. Kroc Institute for Peace & Justice

Everard Meade, PhD, DIRECTOR, Trans-Border Institute

Miranda Williamson, MA, ASSISTANT DIRECTOR, Graduate Student Services

Jessica López, MA, Academic Programs Manager

## Faculty

Ami Carpenter, PhD

Austin Choi-Fitzpatrick, PhD

William R. Headley, CSSp, PhD

Karen Henken, MBA

Cynthia Irmer, PhD

Christopher McDougal, PhD

Dustin Sharp, JD

Necla Tshirgi, PhD

## Joan B. Kroc School of Peace Studies

Joan B. Kroc School of Peace Studies (<http://www.sandiego.edu/peacestudies>) 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
- Offers MA in Social Innovation
- Focus areas: conflict analysis and resolution, human rights, development and human security, social innovation
- Benefit from practice-oriented institutes and a center: the Institute for Peace and Justice, the Trans-Border Institute and the Center for Peace and Commerce (in partnership with the School of Business)

## Master of Arts in Peace and Justice

The Master of Arts in Peace and Justice is an interdisciplinary program at the intersection of conflict analysis and resolution, human rights, development and human security. Students in the program have the opportunity to benefit from the multiple institutes of the School of Peace Studies: the Joan B. Kroc Institute for Peace & Justice, Trans-Border Institute and the Center for Peace and Commerce (in partnership with the School of Business). The goals of the program are to produce graduates who are scholar-practitioners capable of relating disciplinary and cross-disciplinary theories of peace and justice to real world problem-solving involving local, regional and international conflict; to foster scholarly agendas that examine the dynamics of justice and peacebuilding; and to facilitate faculty and student interaction and development across disciplines and academic units at University of San Diego, as well as in the community. The Master of Arts in Peace and Justice offers full-time and part-time program options.

## Financial Aid for Kroc School Students

The Kroc School offers scholarships on a merit basis for which students from any country are eligible. A committee determines fellowship and scholarship awards. Kroc School applicants may also be eligible for additional funding opportunities. These opportunities and other Financial Aid are available to qualified applicants to permit full-time study. Contact the Office of Financial Aid at USD for further information regarding financial aid and loans as well as financial support for part-time study.

## Additional Requirements For Admission

### Master Of Arts In Peace and Justice

See here (p. 35) 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



## Master of Arts in Peace and Justice

- Full-time or part-time\* status as a graduate student
- Approval of courses by faculty advisor
- Required Orientation
- 39 units of graduate work with a 3.0 or higher
- Six core courses (18 units)
- Four elective courses (12 units)
- Three 1-unit workshops (3 units)
- Internship Seminar, 10-week In-Organization Experience, and Internship Reflection Seminar (3 units)
- Capstone Proposal and Project (3 units) must be at “B” or better performance.
- 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.

\*The Master of Arts in Peace and Justice offers full-time and part-time program options.

Code	Title	Hours
<b>Core Courses</b>		
PJS 500	Leadership and Organizations	3
PJS 505	Peace and Conflict Analysis	3
PJS 511	Program Design, Monitoring & Evaluation	3
PJS 515	International Justice & Human Rights	3
PJS 520	International System	3
PJS 593	Field-based Practicum	3
<b>Workshops</b>		
PJS 595	Peace and Justice Studies Capstone	3
PJS 598	Internship	3
<b>Electives</b>		12
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.		

### Courses

#### PJS 500 | 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.

#### PJS 505 | PEACE AND CONFLICT ANALYSIS

**Units: 3 Repeatability: No**

This course covers four broad themes: the historical origins of peace studies, conflict resolution and international development; conflict causes and dynamics; applied conflict analysis; and intervention methods (negotiation, mediation, humanitarian intervention). Exploring resolution options, the course pays special attention to the relationship between protracted violent conflict and development processes. These two phenomena are linked in complex ways; the role of economic development cannot be separated from understanding the causes of conflict and the forms of peacebuilding that will endure.

#### PJS 510 | RELIGION AND CONFLICT TRANSFORMATION

**Units: 3**

An exploration of the relationship between religion and the dynamics of conflict, with focus on the role of religion in conflict, peacebuilding and conflict transformation. Selected religious traditions will be considered, such as Buddhism, Hinduism, Confucianism, Judaism, Christianity and Islam, giving attention to such topics as their impact on processes of conflict, their function in violence prevention, reconciliation and social change and their resources for promoting peace and justice as human development.

#### PJS 511 | 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 projects. 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.

#### PJS 515 | 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.

#### PJS 517 | ENGINEERING PEACE

**Units: 3 Repeatability: No**

This course has been designed to address how teams collaborate through a project-based approach designed to cultivate empathy across disciplinary boundaries. This will help position students to be discipline-bridging changemakers. Drones present technical and ethical challenges that cannot be addressed in isolation. The course involves designing and building the device (a clear engineering challenge) with the more conceptual work of planning for its integration into pro-social organizational processes (a clear peace and justice challenge).

#### PJS 520 | 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.

#### PJS 530 | 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.

**PJS 531 | 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 Institute's "diplomado" [certificate program] in Applied Peace Education, given in collaboration with local educational institutions and civil society organizations in the areas of Mexico most affected by the drug war. The program is designed for the leaders of non-governmental organizations, civil servants, and local university students interested in building sustainable peace in Mexico. The USD student facilitators travel to Mexico with TBI staff and attend the seminars, where they learn a broad interdisciplinary curriculum in Applied Peace Education along with the local participants. The curriculum presents seven interconnected paths to sustainable peace: human rights, citizenship, history and memory, conflict resolution, social innovation, digital technology, and ecology. The student facilitators lead group exercises and discussions that reinforce the course material and assess its local relevance. In weekly meetings between each seminar, the student facilitators help TBI staff to tailor the material to local demands, to design and redesign the group exercises to maximize their effectiveness, and hone their own skills as discussion leaders and facilitators. Each diplomado program carries out a collaborative or "hive model" research project, where TBI leverages the local insight, experience, and connections of the seminar participants to produce useful knowledge about the most pressing local problems of peace and justice. The student facilitators participate in the design, implementation, and analysis of the research project and produce a final report for publication in collaboration with TBI. In the process, the student facilitators receive formal training in conducting ethical and effective interview-based research and intensive mentoring from TBI staff.

**PJS 535 | 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.

**PJS 540 | RESEARCH METHODOLOGY****Units: 3**

This course introduces students to the philosophies behind social science research as well as the elements of the research process and consists of three units. The first unit addresses the philosophy of social/scientific research and the importance of policy and information underpinned by credible research. The second unit focuses on general research design issues and an overview of qualitative and quantitative methods. The final unit focuses on two types of research: case study and evaluation/assessment.

**PJS 541 | WAR, GENDER AND PEACEBUILDING****Units: 3 Repeatability: No**

On the ground and in the global hotspots, Kurdish women are fighting ISIS, Liberian women locked a dictator and rebel leaders into a negotiating room, and a Filipino woman called for a ceasefire and then created the first civilian team to monitor it. Yet in mass media and in history books these stories often go untold. In the first course of its kind, students learn from and work with four courageous women peacebuilders and human rights defenders who will be in residence at USD in the fall.

**PJS 550 | CONFLICT ANALYSIS, PREVENTION AND RESOLUTION****Units: 3**

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

**PJS 551 | TECHNOLOGICAL & SOCIAL CHANGE****Units: 3 Repeatability: No**

In this class students explore two broad and related issues: social movements for social change, and new forms of technology. The class begins with big questions: Where does social change come from? Is technology incremental or disruptive? What is the role of change agents in the social change process? How have change agents integrated technology into their tactical repertoires? Questions about technology and tactical repertoires, especially in the digital age, are nowhere near settled. For example, most efforts to explain digital technology focus on social media—an important but partial component of the tech landscape. Pushing beyond questions about twitter and Facebook will allow us to ask how appropriate technologies are transforming peacebuilding and development and how digital devices and processes like bots, drones, and algorithms are transforming investigative journalism and human rights advocacy.

**PJS 553 | INTERNATIONAL CONFLICT PREVENTION AND RESOLUTION****Units: 3**

This course focuses on third-party strategies for ethical intervention in civil and international conflicts. The particular focus is on environments where one party contests the legitimacy of an existing political authority or arrangement. This course studies the special dynamics of these cases in ongoing armed conflict and post-war environments: widespread insecurity, lack of effective government control or functioning, and collective trauma.

**PJS 556 | INTERNATIONAL NEGOTIATIONS****Units: 3**

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

**PJS 558 | PEACE AND JUSTICE IN WORLD POLITICS: THEORY AND PRACTICE****Units: 3**

An analysis of the theoretical literature on the causes of war and conditions of peace and justice focusing on issues of sovereignty, global governance, military and non-military aspects of security human rights and positive and negative peace.

**PJS 563 | NONVIOLENCE AND PEACE EDUCATION****Units: 3**

This course examines the dynamics, strengths and limitations of nonviolent actions and social movements as alternatives to violence and as means for insuring human security. Drawing from history, international relations, political science, military, state security and public policy frameworks, students will seek explanations, estimate costs, and assess justifications of violence and of nonviolence.

**PJS 570 | DEVELOPMENT AND CONFLICT****Units: 3**

This course will examine (1) the main economic theories of development and conflict (paying particular attention to the ways in which the two may be linked), (2) the great debates in conflict economics, and (3) the spatial dimensions of violent conflict. It will build a logical and intuitive appreciation of concepts covered by employing both deductive (theoretical and inductive (empirically-grounded theory-building) exercises.

**PJS 572 | ENVIRONMENTAL JUSTICE****Units: 3**

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

**PJS 574 | CIVIL SOCIETY, PEACEBUILDING AND DEVELOPMENT****Units: 3**

This course, drawing on political theory and democratization literature, will explore the strengths and weaknesses of civil society organizations seeking to build peace, development and democracy after violent conflict. Through case studies, the course will examine places where poverty and inequity were root causes of conflict, requiring social change to meet basic human needs, ensure rights and guarantee security.

**PJS 579 | 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 Institute (TBI) to provide expert testimony for asylum claims filed by individuals fleeing persecution in contemporary Mexico and Central America. Working with the most important national and local networks of pro bono immigration attorneys in the country, the students will assist TBI staff in verifying and reinforcing the most important facts and claims in each case, and preparing effective, thorough, and well-documented expert testimony. Students will mobilize the underlying research and their experience working on the individual cases to develop policy briefs of specific aspects of immigration and asylum policy. Each student will produce a significant written contribution to at least one actual asylum case, one fact sheet, and one policy brief to be published by TBI. In addition to a broad introduction to immigration and asylum law grounded in the practice of real-world cases, the students will learn to work collaboratively, designing and dividing up particular research tasks on hard deadlines, and they will learn to ask effective questions of the lawyers, the asylum seekers, and a variety of experts. The course will meet once per week for 3 hours, and students will be expected to complete approximately 10 hours per week of reading and research.

**PJS 580 | INTERNATIONAL JUSTICE AND HUMAN RIGHTS****Units: 3**

An introduction both to the international law of human rights and to the principal institutions, organizations and processes designed to protect those rights. Attention will also be given to more “theoretical” issues, such as: What is the relationship between religion and human rights? Does the international law of human rights unjustifiably favor “western” over “non-western” moral perspectives?

**PJS 582 | TRANSITIONAL JUSTICE AND RESPONDING TO MASS ATROCITIES****Units: 3**

An examination of the range of possible legal, institutional and policy frameworks that have been marshaled in an attempt to respond to large-scale human rights atrocities in the wake of conflict, from tribunals to truth commissions and beyond. The course will also examine debates about stopping ongoing mass atrocities through “humanitarian intervention” and the “responsibility to protect” doctrine.

**PJS 588 | HUMAN RIGHTS ADVOCACY****Units: 3**

An examination of the actors and organizations conducting modern-day human rights advocacy and the techniques central to their work, including fact-finding, monitoring, report writing, and media work. The course will balance practical skill development (interviewing, press release writing) with a critical and reflective examination of the ethical and strategic dilemmas faced by human rights advocates today.

**PJS 593 | FIELD-BASED PRACTICUM****Units: 1.5-3 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.

**PJS 594 | SPECIAL TOPICS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

A specialized course focusing on a topic in conflict resolution, development, human rights or human security. The course can be repeated if the topic changes.

**PJS 595 | PEACE AND JUSTICE STUDIES CAPSTONE****Units: 3**

A study of a current or developing problem that threatens or prevents peace and/or justice. The case study will integrate skills and perspectives acquired in the program. Prerequisite for the course is approval of a case study prospectus. To pass you must achieve a B or better.

**PJS 598 | INTERNSHIP****Units: 3**

This course involves participation in an internship related to one of the four areas of specialization within the Peace and Justice Studies Master’s curriculum: conflict analysis and resolution, development, human rights, or human security. Internship placements will take place during the summer with a follow-up course in the fall semester. It is open only to students in the Peace and Justice Studies MA Program. Grading for the course will be on a Pass/Fail basis.

**PJS 599 | INDEPENDENT STUDY****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 is a multi-disciplinary program breaking down the silo mindset. This Master’s degree brings together the unique skills and expertise gained at a peace school in collaboration with

leadership, humanities, science and business. Students will take classes at several schools, including the School of Business, School of Leadership and Education Sciences, College of Arts and Sciences and the Kroc School. Our approach complements the cross-sectoral nature of social innovation with a pedagogical model centered on experiential learning in course settings, field-based practicums (domestic and international) and co-curricular opportunities (such as the Social Innovation Challenge, V2 Competition and numerous opportunities through the Changemaker Hub).

Students pursuing a Master of Arts in Social Innovation look critically at the roots of social challenges and injustice, then seek to create real change through bold new responses to poverty, inequality, human rights abuses and humanitarian crises. Students in the program will acquire the knowledge, personal skills and experience needed for careers involving the creation of social change in a wide range of organizational settings. The program offers a deep understanding of trends and opportunities in social innovation, as well as capabilities in key aspects of innovation, such as business model design, leadership, communication, creativity, community engagement, human-centered design and problem solving. The Master of Arts in Social Innovation offers full-time and part-time program options

## Additional Requirements For Admission Master Of Arts In Social Innovation

See here (p. 35) 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

## Master of Arts in Social Innovation

- Full-time or part-time status as a graduate student
- Required Orientation
- Approval of courses by faculty advisor
- 30 units of graduate work with a 3.0 or higher
- Five core courses (14 units)
- Three elective courses (9 units)
- Three one-unit workshops (3 units)
- Social Innovation Capstone Proposal and Project (4 units) must be a "B" or better performance

Code	Title	Hours
Core Courses		
SOIN 500	Global Challenges	3
SOIN 505	Social Innovation	3
SOIN 510	Social Entrepreneurship	3
SOIN 515	Social Innovation Practicum	3
SOIN 520	Innovation Evaluation	2
Workshops		
SOIN 525	Social Innovation Capstone	4
Electives		
		9

Electives are chosen in consultation with your faculty advisor. Students can choose courses from the Kroc School, School of Business, School of Leadership and Education Sciences, and the College of Arts and Sciences.

## Courses

### SOIN 500 | 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.

### SOIN 505 | SOCIAL INNOVATION

**Units: 3 Repeatability: No**

In this introductory field-based course to social innovation students are introduced to the strategies and processes for creating social change through innovation. Students gain knowledge of strategies of change through innovation by interacting with social and political entrepreneurs, activists, organizations, and social movements in San Diego/Tijuana. Students analyze cases of individuals and groups who have catalyzed important positive social change through different organizational platforms – in the market, in government, within the nonprofit sector, and increasingly in the space between these three sectors. Throughout the course, students examine social innovation connecting field experiences with readings and in-class discussions. They are introduced in action to the tools and methodologies of participatory innovation, design thinking and measurement and evaluation.

### SOIN 510 | 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.

### SOIN 515 | 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.

### SOIN 517 | ENGINEERING PEACE

**Units: 3 Repeatability: No**

This course has been designed to address how teams collaborate through a project-based approach designed to cultivate empathy across disciplinary boundaries. This will help position students to be discipline-bridging changemakers. Drones present technical and ethical challenges that cannot be addressed in isolation. The course involves designing and building the device (a clear engineering challenge) with the more conceptual work of planning for its integration into pro-social organizational processes (a clear peace and justice challenge).

### **SOIN 520 | INNOVATION EVALUATION**

**Units: 2 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 needs and impact assessment, as well as logical frameworks for monitoring and evaluation. A log frame is a tool to systematize the planning, implementation, monitoring and evaluation of projects throughout the project cycle. Through this course students learn the skills and tools necessary to effectively carry out social innovation.

### **SOIN 525 | SOCIAL INNOVATION CAPSTONE**

**Units: 4 Repeatability: No**

The capstone is the culminating experience of the MASI, where students develop a social innovation proposal that reinforces the knowledge and skills acquired throughout coursework. The capstone is about the integration of theory and practice, design thinking and creativity. Students begin by identifying a specific challenge and articulating hypotheses for addressing the problem. Projects include a plan of action for translating the proposed solution into a sustainable endeavor, as well as mechanisms of impact assessment. Beyond the faculty teaching the Capstone course, the Center for Peace and Commerce's Social Innovation Challenge will support students in the process. Beyond presenting the Capstone proposal to the class for grading purposes, students pitch their proposal to a panel of judges.

### **SOIN 550 | FUNDAMENTALS OF FINANCE & ACCOUNTING**

**Units: 1 Repeatability: No**

Financial and accounting skills as essential components of management. This workshop provides the fundamental concepts, tools, and techniques for effective decision making. It teaches students to interpret financial reports, to make informed decisions, create budgets, and justify decisions based on costs and ROI.

### **SOIN 555 | DESIGN THINKING**

**Units: 1 Repeatability: No**

Design thinking can be central to innovation and problem solving in a wide array of fields and organizational setting. Experiential learning and team exercises focus on the people-centered approach, and lead students to hone skills for listening, user empathy, collaboration, and experimentation.

### **SOIN 560 | PITCHING FOR SUCCESS**

**Units: 1 Repeatability: No**

Pitching a social innovation idea to investors and funders is an art. In this workshop students learn how to engage in the art of collaborative conversations that sells. In this workshop, students work on creating a dialogue that can convey their goals clearly.

# SCHOOL OF BUSINESS ADMINISTRATION

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## *Administration*

Jaime Alonso Gómez, PhD, Dean

Stephen Conroy, Associate Dean, Undergraduate Programs

C. David Light, PhD, Associate Dean

Barbara Lougee, PhD, Associate Dean, Graduate Programs

Kacy Hayes, PhD, Assistant Dean, Graduate Programs

Carmen M. Barcena, EdD, Assistant Dean, Internal and Student Affairs

Amy Schmitz, Director, Marketing

Rob Smriga, MBA, Director, Development

Brittan Trozzi, MBA, Assistant Director, Alumni Relations

## *Graduate Programs*

Barbara Lougee, PhD, Academic Director, Master of Business Administration

Diane D. Pattison, PhD, Academic Director, Master of Science in Accountancy

Diane D. Pattison, PhD, Academic Director, Master of Science in Taxation

Marko Svetina, PhD, Academic Director, Master of Science in Finance

Charles Tu, PhD, Academic Director, Master of Science in Real Estate

## *Faculty*

Biljana Adebambo, PhD

Andrew T. Allen, PhD

Craig B. Barkacs, MBA, JD

Linda Barkacs, JD

Annalisa Barrett, MBA

Kenneth Bates, PhD

Barbara Bliss, PhD

Robert M. Bowen, PhD

Lawrence J. Chisesi, PhD

Stephen J. Conroy, PhD

Simon Croom, PhD, FCIPS

Richard Custin, JD, LLM

Thomas M. Dalton, PhD, CPA

John Demas, MBA, JD

Shreesh D. Deshpande, PhD

Denise Dimon, PhD

Kokila P. Doshi, PhD

Mary Durkin, PhD

Seth R. Ellis, PhD

Andrea Godfrey Flynn, PhD

Joey Gabaldon, MBA

Alan Gin, PhD

John D. Hanson, PhD

Donald L. Helmich, PhD

Judith A. Hora, PhD

Johanna Steggert Hunsaker, PhD

Phillip L. Hunsaker, DBA

Aarti Ivanic, PhD

Jane Jollineau, PhD

Mark Thomas Judd, MIB, CPA

Amit Kakkad, PhD

Priya Kannan-Narasimhan, PhD

Timothy P. Kelley, PhD, CPA

Deborah Kelly, DBA

David Keszei, MBA

Maria Kniazeva, PhD

Marc Lampe, MBA, JD

Mike Lawless

C. David Light, PhD

Yen-Ting Lin, PhD

Barbara Lougee, PhD

Sarah Lyon, PhD

Alyson Ma, PhD

Loren L. Margheim, PhD, CPA

Patricia Marquez, PhD

Robin McCoy, PhD, MBA

Ryan McKeon, PhD

Moriah Meyskens, PhD

Norm Miller, PhD

Jennifer Mueller, PhD

Andrew J. Narwold, PhD

Cynthia Nitsch, MA

Carlton C. O'Neal, JD, MBA

Joan Passovoy, MBA

Diane D. Pattison, PhD

Morgan Poor, PhD

John Prunty, MBA, CPA

David Pyke, PhD

Manzur Rahman, PhD, JD

Justine M. Rapp, PhD

Ryan Ratcliff, PhD

Carl M. Rebman Jr., PhD

Daniel A. Rivetti, DBA

Miriam Rothman, PhD

Vivek Sah, PhD

Tara Salinas, PhD

Jonathan Sandy, PhD

James K. Smith, LLM, PhD, JD, CPA

Tyagarajan N. Somasundaram, PhD

Steven W. Sumner, PhD

Marko Sventina, PhD

Charles J. Teplitz, DBA

Charles Tu, PhD

Adriana Vamosiu, PhD

Vicente Vargas, PhD

Barbara E. Withers, PhD

Wenli Xiao, PhD

Dirk S. Yandell, PhD

Pengcheng Zhu, PhD

Carsten Zimmermann, PhD

Dennis P. Zocco, PhD

### *Centers, Institutes and Programs*

Denise Dimon, PhD, DIRECTOR, Ahlers Center for International Business

Stath Karras, MBA, EXECUTIVE DIRECTOR, Burnham-Moores Center for Real Estate

Diane D. Pattison, PhD, DIRECTOR, Accountancy Institute

Joel Sutherland, MANAGING DIRECTOR, Supply Chain Management Institute

## *Mission Statement*

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

## *Program Descriptions*

The Master of Business Administration (MBA) encompasses 56 units of rigorous and relevant academic study that places experiential opportunities, values-based learning, and leadership skill development at the core of the USD MBA experience. The MBA is offered in both a full-time and part-time format.

The Full-Time MBA is a two-year, cohort-based program starting each Fall. The Professional MBA program is geared towards working professionals and offers evening, weekend and hybrid classes, starting in either the Spring or Fall semester. The flexible schedule allows for program completion within two to three years. Students in both the Full-time MBA and Professional MBA programs may pursue a concentration by focusing their elective courses in a specific area of interest. The MBA programs provide several opportunities for overseas study, with a requirement for a short-term overseas study for Full-Time MBA students.

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

The Master of Science in Executive Leadership (MSEL) is designed for senior executives and those aspiring to positions of seniority within their organizations. Offered in alliance with the Ken Blanchard Companies, a globally-recognized provider of leadership development, this innovative program combines the best of contemporary leadership practices with interdisciplinary business skills and knowledge. The MSEL is comprised of 36 units of academic study delivered in an executive education format. The program is cohort-based, where all students progress together through a series of 19 courses in 22 months.

The Master of Science in Global Leadership (MSGLE) program is designed for high-performing mid-level executives and military personnel who have an established track record of success within their specific occupation. The MSGLE is comprised of 32 units and is organized into class cohorts. This degree provides the academic foundation for those who seek to demonstrate effective leadership and management skills in the changing global arena.

The Master of Science in Real Estate (MSRE) degree offers a 32-unit curriculum that develops the specialized skills needed by real estate professionals through an interactive approach. The program provides students with the leadership, communication and technical skills necessary to compete for real estate careers at the middle- to upper-management levels or to become real estate entrepreneurs.

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

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

## *Centers and Institutes*

### *John Ahlers Center for International Business*

The Ahlers Center for International Business is dedicated to supporting USD's mission to develop more globally minded, responsible leaders. The Ahlers Center designs and delivers a wide array of programmatic offerings and experiences for students, faculty and the business community in many different ways. The

Ahlers Center also creates tailored executive education programs for corporations and partner universities. To support USD faculty in their efforts to bring an international perspective to the classroom, the Center organizes international faculty development trips as well as offers the opportunity for faculty to apply for grants to support research projects. International speakers and academic leaders are sponsored by the Center to enrich the community's knowledge of the increasingly competitive global business arena.

To accommodate students, the Ahlers Center for International Business sponsors graduate business study abroad programs across the globe. Graduate business students may gain international experience through a semester exchange or short-term study abroad opportunities. The Ahlers Center helps make the classroom at USD more internationally diverse by coordinating exchange students from international partner universities.

Each short-term study abroad program offers a choice of graduate courses, giving participants the opportunity to study topics particularly relevant to their individual career goals. The graduate business courses are taught in English by internationally recognized faculty, oftentimes in partnership with local universities, and are open to graduate students in various programs at USD.

During the summer and January (intersession) terms, the time spent abroad ranges from one to three weeks. There are programs to accommodate both working professionals as well as full-time students. Participants can earn up to eight units of credit during these terms. During the intersession term, the Ahlers Center also coordinates international consulting projects abroad supervised by USD faculty members, which give students the opportunity to work in a company gaining hands-on international business experience.

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

## *Burnham-Moores Center for Real Estate*

As a Center of Excellence within the University of San Diego's School of Business, the Burnham-Moores Center's mission is to recruit, educate and mentor our real estate students with the goal of facilitating their career pursuits within the industry. We accomplish this mission through outstanding faculty and professional staff, industry outreach, career services and cutting-edge research. The result is to advance socially responsible leadership in real estate.

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

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

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

## *Accountancy Institute*

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

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

## *Center for Peace and Commerce*

The Center for Peace and Commerce (CPC) is a collaborative effort between the School of Business (<http://www.sandiego.edu/business>) and the Joan B. Kroc School of Peace Studies (<http://www.sandiego.edu/peacestudies>). The mission of the Center for Peace and Commerce is to prepare new generations of change-agents to make a positive impact on the 4 Ps: people, profit, planet and peace. The CPC encourages innovative thinking and action, integrating business principles and effective management with unique ideas for peacebuilding and social impact. The CPC contributes to a new paradigm for business and peacebuilding through teaching, scholarship, and social enterprise development.



## *Supply Chain Management Institute*

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

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

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

## *General Requirements*

Students must complete all course requirements with an overall grade point average of at least 3.0 on a 4.0 scale. Use of the grades "A+" and "D" are not permitted in the graduate business programs. Also see here (p. 32) for policies on academic probation and disqualification.

## *Transfer of Graduate Credit*

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

## *Non-Degree Special Students*

Any interested individual holding a bachelor's degree from an approved and accredited institution may apply for special student status and may, with permission of the Office of Graduate Admissions and the department or school involved, take up to six units of coursework offered by the University of San Diego graduate programs. Exceptions to the 6-unit limit must have the recommendation of the program director and approval of the dean of the school in which the course is being offered. 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. Special students may be prohibited from enrolling in specific courses.

## *Course Prerequisites*

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

## *Responsibility of Students*

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

## *Waiver Administration and Conditions for Waiver*

Some core courses in the MBA program may be waived only by examination if the administrative director agrees that a sufficient knowledge base exists to warrant giving the examination. Waiver by examination may be attempted only once per course and does not reduce the total number of units. A nonrefundable fee of \$50 is charged for each examination for waiver. Contact the MBA Programs office at (619) 260-4860.

## Graduate Accountancy Programs

### Accountancy Program Mission Statement and Objectives

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

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

1. Expanded accounting measurement knowledge either in a specific field of accountancy (e.g. taxation, financial accounting, controllership or systems, financial planning) or integrative accountancy and financial management knowledge.
2. Expanded knowledge to critically analyze financial information in new and unfamiliar circumstances using professional research, decision-modeling, or risk analysis techniques as the basis for appropriate decision-making.
3. Expanded knowledge of the ethical attitudes, values and professional responsibilities required by those in the accountancy profession.
4. Expanded business writing and oral communication skills.
5. Expanded leadership and interpersonal skills.

### Programs

Several graduate accountancy degree 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

Each program configuration is discussed individually below.

### Accountancy Course Scheduling

Each graduate accountancy course is designated with an MACC prefix and is scheduled to be completed on an accelerated basis. Some courses meet for two nights a week over a five week term. Other courses meet once a week for ten weeks 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 terms, this program will be of primary interest to those students desiring to complete an accounting masters program on a part-time basis while remaining employed.

Students currently enrolled in the BACC program at USD should review the requirements of the BACC and MACC combined program that are shown below this stand-alone MACC program.

### Additional Requirements for Admission Master of Science in Accountancy or Master of Science in Taxation

See here (p. 25) for basic admission requirements.

Entrance Semesters	Fall, Intersession, Spring, Summer
Application Deadlines	None. Rolling application. Deadlines for International applicants: June 1 for Fall, December 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 English Proficiency and International Student Applicants on the Admissions page.
Required Coursework	Bachelor of Accountancy or equivalent
Required Licenses/Credentials	None
Additional Requirements	Two professional appraisal forms or letters of recommendation
	Resume
	Personal Statement
	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*
	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 late July-mid August before fall classes begin.
	Tuition Deposit of \$1,000

\*International Student Applicants (p. 25)

## MACC Program Requirements for Students with an Undergraduate Accountancy Degree

The MACC degree is a 30-semester-unit program for those with an undergraduate accountancy degree. Additional prerequisite requirements for those without an undergraduate accounting degree are detailed at the end of this section.

Code	Title	Hours
<b>Required Courses</b>		
The following three courses (9 semester-units) of ethics, leadership, communications and interpersonal skills are all required:		
MACC 501	Communications and Ethics for Accounting Professionals	3
MACC 502	Leadership in an Accounting Team Environment	3
MACC 503	Negotiations: Strategy, Practice and Ethics	3
<b>Elective Courses</b>		
The seven electives (21 semester-units) may be selected from the following MACC graduate courses:		
MACC 520	Fundamentals of Personal Financial Planning	3
MACC 522	Investment Planning and Risk Management	3
MACC 523	Retirement Planning	3
MACC 525	Financial Statement Analysis	3
MACC 530	International Financial Analysis and Reporting	3

MACC 531	Applied Research for Financial Accountants and Auditors	3
MACC 532	Fraud Examination and Forensic Accounting	3
MACC 540	Controllorship and Strategic Cost Management	3
MACC 555	Advanced Accounting Information Systems	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 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

### Elective Courses

The remaining seven courses (21 units) are electives and may be selected by the student in consultation with the Academic Director. Two recommended specialization tracks have been developed to help students make their elective selections. The tracks and the courses in the tracks, are recommendations only.

Students must complete a "program plan" indicating their elective selections prior to beginning the MACC program. However, course substitutions may be made at later points of time upon approval of the Academic Director.

All MACC courses will be offered only once per calendar year. Therefore, students should review the class schedule of MACC course offerings prior to the completion of their program plan. Students should also examine course prerequisites before selecting their electives and preparing their program plan. The Academic Director should be consulted during this process. As detailed in the next section, MACC students may elect to take two GSBA prefixed MBA courses (assuming prerequisites are met) as part of their 21 units of electives.

A maximum of 6 units of MBA courses (e.g. GSBA prefixed courses) are allowed (assuming prerequisites are met) as part of the MACC program electives. The remaining 15 units of electives must be from MACC prefixed courses. Students must meet all the prerequisites of the desired GSBA course, must justify the relevance of the course and must gain the approval of the Academic Director to include the GSBA course as an MACC elective.

Students should be aware that MBA courses are generally offered during the Graduate School of Business Administration's regular 15-week fall and spring semesters, during the 3-week January intersession and during the summer sessions. Students should determine the availability of a desired MBA course before including it in their MACC program plan.

Alternatively, students in the MBA program may select individual MACC courses for their elective courses. Students must meet the appropriate prerequisites noted for the individual MACC courses prior to enrollment and must gain approval of their MBA program advisor and Academic Director of the Graduate Accountancy Programs.

### International Experience (MACC 580 and MACC 581)

MACC students may participate in a six unit International Accounting Issues and European Accounting Business Environment program in London, Paris and Rome. The primary goal of the course is to immerse students in both IFRS and the European business environment from a physical, cultural and intellectual perspective with an emphasis on doing business in the United Kingdom, France and Italy. Students will have the opportunity to personally experience the world of European business at the same time they are learning significant facts

and concepts in a classroom setting. This will be accomplished by talking to business professionals, hearing lectures by individuals from Europe, visiting major international accounting firms, following the local press, discussing actual business cases and classroom experiences. For more information go to [www.sandiego.edu](http://www.sandiego.edu) and search 'MACC Opportunities'.

### Specialization Tracks

Two specialization tracks have been developed to help guide MACC students in their selections of their 21 units of electives. These tracks and the courses within the tracks, are recommendations only and are not required. Students are encouraged to use these tracks when preparing their program plan.

#### A. Corporate Reporting and Financial Management

Code	Title	Hours
MACC 522	Investment Planning and Risk Management	3
MACC 525	Financial Statement Analysis	3
MACC 530	International Financial Analysis and Reporting	3
MACC 531	Applied Research for Financial Accountants and Auditors	3
MACC 532	Fraud Examination and Forensic Accounting	3
MACC 555	Advanced Accounting Information Systems	3
Electives		3

#### B. Controllership and Accounting Information System Development

Code	Title	Hours
MACC 522	Investment Planning and Risk Management	3
MACC 525	Financial Statement Analysis	3
MACC 532	Fraud Examination and Forensic Accounting	3
MACC 540	Controllership and Strategic Cost Management	3
MACC 555	Advanced Accounting Information Systems	3
Electives		6

### 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 57 semester-units. Specifically, the 27 accounting semester-unit requirements would need to be completed as prerequisites to completing the 30 semester-unit MACC program described above. Students having already completed some of the Undergraduate Certificate requirements will have the courses and the units considered for waiver.

The Bachelor of Accountancy Program currently consists of the following courses listed below. To meet the equivalency requirement the student must have the following courses:

Code	Title	Hours
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 320	Ethics for Accountants	3
ACCT 408	Auditing	3
Select one of the following:		3
ACCT 401	Advanced Accounting	3
ACCT 407	Federal Tax Accounting II	3

### Requirements for Students with a Non-Accounting, Non-Business Undergraduate Degree

Students without an undergraduate accountancy or business degree may be considered for admission to the MACC program, but will need to complete substantial prerequisite coursework in both accounting and business.

The MACC program would consist of a maximum of 75 semester-units. Students would need to complete 18 prerequisite-units in business, in addition to the 57-unit MACC program described above for the non-accounting, business undergraduate degree holders. Students having already completed any of the prerequisite business course requirements noted below will have the course and the units considered for waiver.

The prerequisite 18 semester-unit business course requirements consist of the following:

Code	Title	Hours
MGMT 300	Organizational Behavior	3
MKTG 300	Fundamentals of Marketing	3
FINA 300	Financial Management	3
ETLW 302D	Business and Society	3
ETLW 311	Business Law I	3
Select one of the following:		3
DSCI 300	Prescriptive Business Analytics	3
DSCI 303	Operations Management	3

### Admission Process for the MACC Program

Students must complete the following for admission to the MACC degree program:

1. Complete the Master of Science in Accountancy online application, including the \$80 application fee.
2. Two professional letters of recommendation
3. Personal Statement
4. Resume
5. College/University Transcripts
6. GMAT with a minimum score of 550
7. Overall GPA of 3.0 and accounting GPA of 3.0
8. Tuition deposit of \$1,000 payable upon acceptance into the program

## Courses

### **MACC 501 | COMMUNICATIONS AND ETHICS FOR ACCOUNTING PROFESSIONALS**

#### **Units: 3**

This course will focus on improving business presentation skills with several oral presentations required during the course. The course will also introduce basic behavioral or communication skills needed to manage yourself and relationships with others in organizations. Skills learned will include self-management, goal setting, strategic thinking, communicating, creative problem solving, resolving conflicts, team building, motivating, leading change and evaluating performance. The development of professional ethics and values will be stressed and will comprise a minimum of one-third of the material in this course. Prerequisite: Admission to the MACC or MTAX programs or either of the BACC/MACC or BACC/MTAX combined programs.

### **MACC 502 | LEADERSHIP IN AN ACCOUNTING TEAM ENVIRONMENT**

#### **Units: 3**

This course examines the challenges of creating and leading in a team-based organizational culture. Topics include stages of team development, leadership style, team chartering, conflict management, decision-making, process facilitation, leadership interventions and team member skills. Teaching methods include assessments, role-plays, case studies, simulations, skill practice and a project documenting a team leadership experience. Discussion of the interaction of professional ethics and team leader behavior will comprise a minimum of one-third of this course.

### **MACC 503 | NEGOTIATIONS: STRATEGY, PRACTICE AND ETHICS**

#### **Units: 3**

This course is designed to raise your negotiation competency by presenting a comprehensive, logical approach to a wide variety of negotiation situations. Based on experiential learning, the course will use live negotiation situations where students can develop strategies, employ bargaining tactics and structure agreements. In addition, the course will examine how to integrate the strategic goals of an organization with the strategic goals of your negotiations and to use negotiations to create value. The course will allow students to examine areas of strength and weakness in their own negotiating style. Finally, negotiating strategy and tactics are set in the context of a code of personal and professional ethical conduct with a minimum of one-third of the course devoted to understanding how ethical issues should impact the negotiation process.

### **MACC 520 | FUNDAMENTALS OF PERSONAL FINANCIAL PLANNING**

#### **Units: 3**

Prerequisites: 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**

Prerequisites: 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 523 | RETIREMENT PLANNING**

#### **Units: 3**

Prerequisites: ACCT 306 and FINA 300

This course emphasizes the fundamentals of retirement planning from a personal financial planning perspective. Specifically, the course will emphasize the examination of various types of retirement plans and the taxation implications of those plans. Qualified plans as well as plan installations, administration, and terminations will be discussed. The suitability of investment portfolios for qualified plan situations will also be introduced.

### **MACC 525 | FINANCIAL STATEMENT ANALYSIS**

#### **Units: 3**

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.

### **MACC 530 | INTERNATIONAL FINANCIAL ANALYSIS AND REPORTING**

#### **Units: 3**

Prerequisites: ACCT 300

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.

### **MACC 531 | APPLIED RESEARCH FOR FINANCIAL ACCOUNTANTS AND AUDITORS**

#### **Units: 3**

Prerequisites: ACCT 300

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.

### **MACC 532 | FRAUD EXAMINATION AND FORENSIC ACCOUNTING**

#### **Units: 3**

Prerequisites: ACCT 300

Fraud examination will cover the principles and methodology of fraud detection and deterrence. The course includes such topics as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, databases, operating systems and external communications with customers and suppliers. Also covered will be issues related to the maintenance of adequate storage and backup policies and facilities for corporate data. A comprehensive project will allow students to apply their newly acquired knowledge to a real-world setting.

**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 555 | ADVANCED ACCOUNTING INFORMATION SYSTEMS****Units: 3**

Prerequisites: ACCT 303

This course is designed to examine details of information requirements and transaction processing procedures relevant to integrated accounting systems. This course emphasizes accounting system design, analysis, and related internal controls.

**MACC 560 | TAX RESEARCH****Units: 3**

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.

**MACC 561 | PARTNERSHIP TAXATION****Units: 3**

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.

**MACC 562 | ESTATE AND GIFT TAXATION AND PLANNING****Units: 3**

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.

**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 580 | INTERNATIONAL ACCOUNTING ISSUES****Units: 3**

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.

**MACC 581 | EUROPEAN ACCOUNTING BUSINESS ENVIRONMENTS****Units: 3**

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.

**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**

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 terms, this program will be of primary interest to those students desiring to complete an MTAX program on a part-time basis while remaining employed. Since all courses are only offered once per calendar year, students should carefully plan their program of study prior to beginning the program and should expect that completion will generally take a minimum of one calendar year.

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.

## MTAX Program Requirements

The MTAX program is a 30 semester-unit program for those with an undergraduate accounting degree. Additional prerequisite requirements for those without an undergraduate accounting degree are shown under the MACC program. In addition to the prerequisites shown under the MACC program, all MTAX degree applicants will need to have already completed:

Code	Title	Hours
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 (24 semester-units):

The following required courses in ethics, leadership, communications and interpersonal skills as well as the tax information necessary to be successful in your tax career.

MACC 501	Communications and Ethics for Accounting Professionals	3
MACC 502	Leadership in an Accounting Team Environment	3
MACC 503	Negotiations: Strategy, Practice and Ethics	3
MACC 523	Retirement Planning	3
MACC 560	Tax Research	3
MACC 561	Partnership Taxation	3
MACC 562	Estate and Gift Taxation and Planning	3
MACC 563	State and Local Taxation	3
Electives		6

Electives are likely from MACC or MTAX, MBA, or other USD programs that directly relate to the field of taxation. These can include MACC 598 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 Experience (MACC 580 and MACC 581)

MTAX students may participate in a six unit International Accounting Issues and European Accounting Business Environment program in London, Paris and Rome. The primary goal of the course is to immerse students in both IFRS and the European business environment from a physical, cultural and intellectual perspective with an emphasis on doing business in the United Kingdom, France and Italy. Students will have the opportunity to personally experience the world of European business at the same time they are learning significant facts and concepts in a classroom setting. This will be accomplished by talking to business professionals, hearing lectures by individuals from Europe, visiting major international accounting firms, following the local press, discussing actual business cases and classroom experiences. For more information go to [www.sandiego.edu](http://www.sandiego.edu) and search 'MACC opportunities'.

### Admission Process for the MTAX Program

Students must complete the following for admission to the MTAX degree program:

1. Complete the Master of Science in Taxation online application, including the \$80 application fee.
2. Two professional letters of recommendation
3. Personal Statement
4. Resume
5. College/University Transcripts
6. GMAT with a minimum score of 550
7. Overall GPA of 3.0 and accounting GPA of 3.0
8. Tuition deposit of \$1,000 payable upon acceptance into the program

## BACC/MACC or BACC/MTAX Combined Programs

The combined programs allow 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 starting in the summer after their Junior year. The combined program allows students to complete both their BACC and either the MACC or MTAX degrees in approximately four and one half to five years on a full-time basis.

Undergraduate BACC students interested in meeting the 150-hour requirements to become CPAs are strongly encouraged to consider the combined program option. CPA laws in a majority of states have recently been changed to require 150 units of university credit to receive a CPA certificate. Additional information on this requirement is available from most State Boards of Accountancy.

Only students who are currently enrolled in the BACC degree program at USD are eligible for admission to a combined program. Admitted students will likely enroll in daytime undergraduate courses and evening MACC courses so that both degrees can be completed on a full-time basis in the shortest possible time frame.

Since MACC or MTAX courses are offered in five week terms on a year-round basis, students interested in completing the combined program quickly should plan on taking MACC or MTAX courses during the summers starting after the Junior year. In fact, the MACC or MTAX class schedule has been efficiently

designed to allow combined program students to take their MACC or MTAX required courses in the summer between their Junior and Senior years.

### ***BACC/MACC or BACC/MTAX Combined Program Requirements***

The BACC/MACC or BACC/MTAX combined programs are 154-unit program consisting of the 124-semester unit requirements for a Bachelor of Accountancy degree (see the Undergraduate Course Catalog) and the 30 semester-unit requirements for either the MACC or MTAX degrees. Students interested in either combined program should review the MACC or MTAX program requirements discussed above.

BACC students accepted into the combined program should consult with the Academic Director and the university's financial aid office to ensure they enroll in the appropriate mix of undergraduate or graduate courses each semester prior to completing their BACC requirements so that they will maximize their availability of financial aid.

### ***Admission Process for the Combined BACC/MACC or BACC/MTAX Programs***

To be considered for admission into the Combined Program, a student must meet the criteria listed below:

1. Declared USD Bachelor of Accountancy major only
2. Completion of a minimum ACCT 300 and one additional upper-division undergraduate Accountancy course
3. Completion of a minimum of 84 undergraduate-semester hours applicable toward their BACC
4. A 3.0 GPA overall
5. A 3.0 GPA in all upper-division accountancy courses
6. A GMAT score of 550 (waived if 3.25 GPA in overall USD coursework)

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, including the \$80 application fee.
2. Two letters of recommendation
3. Résumé
4. Personal statement
5. GMAT (waived if 3.25 GPA in overall USD coursework)

### ***Upon Acceptance:***

1. You will meet with the Academic Director and complete an approved "MACC or MTAX Program Plan" prior to the beginning of MACC or MTAX coursework.

Program and Course Sequencing Requirements for BACC/MACC or BACC/MTAX combined program. The following sequencing requirements must be met by all students in the combined program:

1. Under no circumstances will a student in the combined program be able to receive their MACC or MTAX degree prior to the completion of their BACC degree.
2. Under no circumstances will completed MACC or MTAX course credit be applied toward any USD undergraduate degree requirements.
3. Students in the combined program may not enroll in any GSBA prefixed MBA courses that are anticipated to be used as MACC or MTAX electives until they have completed all BACC degree requirement (i.e., GSBA prefixed courses may only be completed after the undergraduate degree is completed).

4. Students will receive their BACC degree upon completion of the requirements of that degree program.
5. Students who have received admittance in the combined program must complete their remaining MACC or MTAX degree requirements within five years of completing their BACC degree or must reapply to the MACC or MTAX program.

### ***Courses***

#### **MACC 501 | COMMUNICATIONS AND ETHICS FOR ACCOUNTING PROFESSIONALS**

**Units: 3**

This course will focus on improving business presentation skills with several oral presentations required during the course. The course will also introduce basic behavioral or communication skills needed to manage yourself and relationships with others in organizations. Skills learned will include self-management, goal setting, strategic thinking, communicating, creative problem solving, resolving conflicts, team building, motivating, leading change and evaluating performance. The development of professional ethics and values will be stressed and will comprise a minimum of one-third of the material in this course. Prerequisite: Admission to the MACC or MTAX programs or either of the BACC/MACC or BACC/MTAX combined programs.

#### **MACC 502 | LEADERSHIP IN AN ACCOUNTING TEAM ENVIRONMENT**

**Units: 3**

This course examines the challenges of creating and leading in a team-based organizational culture. Topics include stages of team development, leadership style, team chartering, conflict management, decision-making, process facilitation, leadership interventions and team member skills. Teaching methods include assessments, role-plays, case studies, simulations, skill practice and a project documenting a team leadership experience. Discussion of the interaction of professional ethics and team leader behavior will comprise a minimum of one-third of this course.

#### **MACC 503 | NEGOTIATIONS: STRATEGY, PRACTICE AND ETHICS**

**Units: 3**

This course is designed to raise your negotiation competency by presenting a comprehensive, logical approach to a wide variety of negotiation situations. Based on experiential learning, the course will use live negotiation situations where students can develop strategies, employ bargaining tactics and structure agreements. In addition, the course will examine how to integrate the strategic goals of an organization with the strategic goals of your negotiations and to use negotiations to create value. The course will allow students to examine areas of strength and weakness in their own negotiating style. Finally, negotiating strategy and tactics are set in the context of a code of personal and professional ethical conduct with a minimum of one-third of the course devoted to understanding how ethical issues should impact the negotiation process.

#### **MACC 520 | FUNDAMENTALS OF PERSONAL FINANCIAL PLANNING**

**Units: 3**

Prerequisites: 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**

Prerequisites: 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 523 | RETIREMENT PLANNING****Units: 3**

Prerequisites: ACCT 306 and FINA 300

This course emphasizes the fundamentals of retirement planning from a personal financial planning perspective. Specifically, the course will emphasize the examination of various types of retirement plans and the taxation implications of those plans. Qualified plans as well as plan installations, administration, and terminations will be discussed. The suitability of investment portfolios for qualified plan situations will also be introduced.

**MACC 525 | FINANCIAL STATEMENT ANALYSIS****Units: 3**

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.

**MACC 530 | INTERNATIONAL FINANCIAL ANALYSIS AND REPORTING****Units: 3**

Prerequisites: ACCT 300

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.

**MACC 531 | APPLIED RESEARCH FOR FINANCIAL ACCOUNTANTS AND AUDITORS****Units: 3**

Prerequisites: ACCT 300

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.

**MACC 532 | FRAUD EXAMINATION AND FORENSIC ACCOUNTING****Units: 3**

Prerequisites: ACCT 300

Fraud examination will cover the principles and methodology of fraud detection and deterrence. The course includes such topics as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, databases, operating systems and external communications with customers and suppliers. Also covered will be issues related to the maintenance of adequate storage and backup policies and facilities for corporate data. A comprehensive project will allow students to apply their newly acquired knowledge to a real-world setting.

**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 555 | ADVANCED ACCOUNTING INFORMATION SYSTEMS****Units: 3**

Prerequisites: ACCT 303

This course is designed to examine details of information requirements and transaction processing procedures relevant to integrated accounting systems. This course emphasizes accounting system design, analysis, and related internal controls.

**MACC 560 | TAX RESEARCH****Units: 3**

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.

**MACC 561 | PARTNERSHIP TAXATION****Units: 3**

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.

**MACC 562 | ESTATE AND GIFT TAXATION AND PLANNING****Units: 3**

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.

**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 580 | INTERNATIONAL ACCOUNTING ISSUES****Units: 3**

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.

**MACC 581 | EUROPEAN ACCOUNTING BUSINESS ENVIRONMENTS****Units: 3**

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.

**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**

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.

## Graduate Certificate in Accountancy

A Graduate Certificate in Accountancy is offered for those students who desire additional professional accountancy courses, but who do not desire a complete graduate accounting degree. This certificate program is geared toward individuals that already have undergraduate accounting degrees or their equivalent. The certificate should be of strong interest to individuals who wish to:

1. Complete the remainder of their 150 semester-unit requirements for their CPA certificate;
2. Update or extend their accountancy and financial management skills; and/or,
3. Complete continuing professional education (CPE) credit to maintain their current CPA license.

### Admission Process for The Graduate Certificate in Accountancy

Students must complete the following for admission to this certificate program:

1. Complete the application materials for the Graduate Certificate in Accountancy program.

Note that the above application will require students to submit transcripts of prior undergraduate and graduate work. A 3.0 accounting course GPA and 3.0 overall GPA is the normal cutoff for admission. However, applicants with lower prior GPAs will be considered with additional evidence of strong professional accounting or financial management credentials. The application will also require two recommendation letters.

### Program Requirements

This graduate certificate program requires the completion of 15-semester units of MACC prefixed coursework. Students may select any 15 MACC prefixed semester units (excluding MACC 501, MACC 502 and MACC 503) based on their continuing professional education needs and their career objectives. Approval of their Program Plan by the Academic Director prior to beginning their certificate program.

Students in this certificate program who subsequently decide to apply and enroll in the MACC or MTAX degree programs will be allowed to apply the units already completed in the certificate program to their graduate degree. Enrollment in the MACC or MTAX program must, however, begin within two years of the completion of this graduate certificate program in order for the completed units to be applied to the graduate degree. Students may not be concurrently enrolled in this certificate program and any other School of Business degree or certificate program.

# Master of Business Administration

The School of Business has been a leader in offering relevant, personalized management education for over 40 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 both a full-time and 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. Full-Time MBA students select one of two tracks: General Management track or International Business track. Both tracks provide students with the professional skills they need to succeed in the global marketplace; the International Business track specifically focuses on preparing students for leadership roles within international organizations. The Full-Time MBA starts in early August each year.

The Professional 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 Professional MBA, which is the same program as the General Management track of the Full-time MBA, starts in both the Fall and Spring semesters.

Students in both the Full-Time and Professional 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 program formats begin one to three weeks prior to the university semester calendar to allow for completion of orientation activities and preterm coursework.

## Dual Degree Programs

### MBA/MSF Dual Degree Program

The Master of Business Administration/Master of Science in Finance dual degree program allows students to obtain an MS in Finance and MBA 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 and they must begin with the MBA program to participate in the dual degree option.

### MBA/MSRE Dual Degree Program

The Master of Business Administration/Master of Science in Real Estate dual degree program allows students to obtain an MS in Real Estate (MSRE) and

MBA 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 (note: students must start with the MBA to complete both programs in two years).

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

## International Dual Degree Programs

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

As dual degree candidates, students 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. This is possible because each institution accepts coursework from the other to meet degree requirements. Students will receive an MBA from USD along with an MBA, MS in Finance or MS in Marketing from Tecnológico de Monterrey or an MBA from WHU.

### Tecnológico de Monterrey (Tec)

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

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

### WHU, Otto Beisheim School of Management

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

Applicants must meet admissions requirements at USD and WHU. Particular courses will be required by each institution to ensure that students receive both the traditional foundation in business and/or their chosen area of expertise and also courses which reflect the business and economic environment of the U.S.

and Europe. In order to expand their European knowledge, USD students will do a European Management Project. Additional requirements for the WHU Dual Degree include the International Management Module in Asia, in which students will travel to China and India to learn about business opportunities and management challenges. Graduates of this dual degree will also write a master's thesis.

For more information about this program contact the MBA office at mba@sandiego.edu

## Additional Requirements for Admission MBA

See here (p. 25) 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.

Code	Title	Hours
<b>Leadership Development (3 units)</b>		
GSBA 515	Leading Multicultural Teams and Organizations	
	International Experience: An international practicum short-term course abroad, semester exchange, or international dual degree program	
	Career and Professional Development Course	
	Leadership Labs	
<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 (12)</b>		
GSBA 500	Strategic Thinking and Communication	
GSBA 502	Statistical Decision Making	
GSBA 503	Problem Formulation and Decision Analysis	
GSBA 590	Strategic Execution	
Select one from the following:		
GSBA 593	International Consulting Project	
GSBA 595	Business Consulting Project	
<b>Program Electives (22)</b>		
Electives		

There are a wide variety of elective courses. Students may also select a concentration by focusing electives in particular area of expertise. A maximum of 6 units may be chosen from the School of Law or other relevant USD graduate program. For courses outside the 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: Electives (as well as the international courses) can be taken in the study abroad programs sponsored by the John Ahlers Center for International Business. These courses can also be taken at one of our partner universities for a semester study abroad experience.

## Requirements for the MBA Degree: Professional MBA

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

Code	Title	Hours
<b>Leadership Development (3 units)</b>		
GSBA 515	Leading Multicultural Teams and Organizations	2
Leadership Labs		
<b>Business Function Core (13 units)</b>		
GSBA 504	Marketing for Global Managers	2
GSBA 505	Financial Management and Analysis	3
GSBA 506	Operations and Global Supply Chain Management	3
GSBA 510	Financial Accounting and Statement Analysis	1-3
GSBA 518	Economics in a Global Environment	2
<b>Corporate Social Responsibility, Sustainability and Ethics (6 units and co-curricular requirements)</b>		
GSBA 508	Law, Policy and Ethics in Global Business	2
GSBA 517	Sustainable Business Model Innovation and Design	2
Elective in CSR/Sustainability/Ethics Area (2 units)		
Two business related community service activities (12-15 hours)		
<b>Integrated Problem Solving (9 units)</b>		
GSBA 500	Strategic Thinking and Communication	3
GSBA 502	Statistical Decision Making	3
GSBA 503	Problem Formulation and Decision Analysis	3
GSBA 590	Strategic Execution	3
<b>Program Electives (22)</b>		
Electives		

There are a wide variety of elective courses. Students may also select a concentration by focusing electives in particular area of expertise. A maximum of 6 units may be chosen from the School of Law or other relevant USD graduate program. For courses outside the 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: Electives (as well as the international courses) can be taken in the study abroad programs sponsored by the John Ahlers Center for International Business. These courses can also be taken at one of our partner universities for a semester study abroad experience.

## Concentrations

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

### Corporate Social Responsibility and Sustainable Enterprise Concentration

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

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

Code	Title	Hours
GSBA 513	Corporate Governance and Values	2

GSBA 531	Business Leadership and Spirituality	2
GSBA 534	Values, Ethics and Corporate Culture	3
GSBA 563	Sustainable Global Supply Chain Management	2
GSBA 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

### 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	Hours
<b>Required Courses</b>		
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, including a minimum of two courses offered abroad.

Code	Title	Hours
<b>Required Courses</b>		
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 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	Hours
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 539	Power in Politics	3
GSBA 581	Global Entrepreneurship for Social Change	2
GSBA 582	Advanced International Business Negotiations	2
GSBA 583	Business and Social Innovation	2
GSBA 594	Special Topics (Models of Participatory Leadership)	3
GSBA 594	Special Topics	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	Hours
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 594	Special Topics (Digital 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	Hours
<b>Required Courses</b>		
GSBA 511	Managerial Accounting	2
GSBA 560	Supply Chain Systems	3
Select at least 7 units of the following:		7
GSBA 512	Negotiations	
GSBA 528	Business Cycles and Forecasting	
GSBA 561	Supply Management	
GSBA 562	Strategic Cost Management	
GSBA 563	Sustainable Global Supply Chain Management	
GSBA 594	Special Topics (in Supply Chain Management)	

## New Venture Management Concentration

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

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

Code	Title	Hours
<b>Required Courses</b>		
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 540	Taxes in Business Decisions	
GSBA 541	Negotiations for Entrepreneurial Ventures	
GSBA 556	New Product Development	
GSBA 594	Special Topics (in Venture Management)	

## Courses

### **GSBA 500 | STRATEGIC THINKING AND COMMUNICATION**

#### **Units: 2**

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

### **GSBA 501 | ETHICAL LEADERSHIP AND ORGANIZATIONAL BEHAVIOR**

#### **Units: 3**

This course provides the concepts and skills for the ethical leadership of people in organizations. It also introduces the basic behavioral skills needed for self-management and promoting productive relationships with others in organizations. Topics include self-leadership, leading others, creating vision and strategy, understanding people (perception, learning, values, personality, diversity, etc.), managing change, ethical decision making, power and influence, motivation, team facilitation, conflict resolution and organizational culture. Mastery of the concepts and skills in this course provide the foundation for other behavioral science based business courses in management, marketing, ethics and social responsibility, etc. Learning methods include self-assessment, lecture/discussion, case studies, team projects, computer simulations and experiential exercises. This course is taken in the first semester of the MBA Program.

### **GSBA 502 | STATISTICAL DECISION MAKING**

#### **Units: 2 Repeatability: No**

Prerequisites: GSBA 501 or GSBA 515

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

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 501 or GSBA 515 (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 and GSBA 510

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

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 501 (Can be taken Concurrently) or GSBA 515 (Can be taken Concurrently)

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 509 | THE ECONOMIC ENVIRONMENT OF BUSINESS**

#### **Units: 3**

Prerequisites: GSBA 502

This course provides managers with an overview of the economic environment within which business must operate and an understanding of some of the analytical tools that economists use to solve business and economic problems. The focus is to enable students to identify, understand and evaluate the domestic and global forces causing economic change. Key concepts and ideas from both microeconomics and macroeconomics are introduced. Topics relevant to realworld issues and problems provide the focus for in-class discussion. Upon completion, students are expected to be familiar with the fundamental concepts of economics and to be able to analyze how changes in the economic environment affect business performance and future strategic options.

**GSBA 510 | FINANCIAL ACCOUNTING AND STATEMENT ANALYSIS****Units: 3 Repeatability: No**

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**

Prerequisites: GSBA 510

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**

Prerequisites: GSBA 501 or GSBA 515 (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**

Prerequisites: GSBA 505

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 514 | GLOBALIZATION AND THE MANAGER****Units: 2**

Prerequisites: GSBA 501 or GSBA 515 (Can be taken Concurrently)

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

**GSBA 515 | LEADING MULTICULTURAL TEAMS AND ORGANIZATIONS****Units: 3 Repeatability: No**

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 and GSBA 505 and GSBA 506 (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

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

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

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

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**

Prerequisites: GSBA 505 and (GSBA 514 or GSBA 518)

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

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

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

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

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 and (GSBA 509 or GSBA 518)

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**

Prerequisites: GSBA 501 or GSBA 515

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**

Prerequisites: GSBA 501 or GSBA 515

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**

Prerequisites: GSBA 501 or GSBA 515

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**

Prerequisites: GSBA 501 or GSBA 515

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**

Prerequisites: GSBA 501 or GSBA 515

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**

Prerequisites: GSBA 501 or GSBA 515

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

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

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 539 | POWER IN POLITICS****Units: 3 Repeatability: No**

Prerequisites: GSBA 501 or GSBA 515

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

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

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**

Prerequisites: GSBA 504 or GSBA 516

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**

Prerequisites: GSBA 504 or GSBA 516

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 and (GSBA 504 or GSBA 516)

This course takes an applied, data driven, approach to understand how firms make various marketing decisions such as measuring the effectiveness of their promotions, pricing strategy, and market segmentation. Students will learn both descriptive and predictive techniques to help make marketing decisions. Topics include: data sources, data manipulation, data visualization, advanced statistical methods, and text analysis.

**GSBA 553 | SEMINAR IN GLOBAL MARKETING****Units: 2**

Prerequisites: GSBA 504 or GSBA 516

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**

Prerequisites: GSBA 504 or GSBA 516

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 or GSBA 516

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**

Prerequisites: GSBA 504 or GSBA 516

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 entrepreneurs 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 558 | HIGH TECHNOLOGY MARKETING****Units: 3**

Prerequisites: GSBA 504 or GSBA 516

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 SYSTEMS****Units: 3**

Prerequisites: GSBA 506

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 | SUPPLY MANAGEMENT****Units: 3**

Prerequisites: GSBA 506

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 (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**

Prerequisites: GSBA 501 or GSBA 515

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 570 | PROGRAM/PROJECT MANAGEMENT****Units: 3**

Prerequisites: GSBA 502

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 581 | GLOBAL ENTREPRENEURSHIP FOR SOCIAL CHANGE****Units: 2 Repeatability: No**

Prerequisites: GSBA 501 or GSBA 515

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 (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**

Prerequisites: GSBA 501 or GSBA 515 (Can be taken Concurrently)

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**

Prerequisites: GSBA 501 or GSBA 515

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**

Prerequisites: GSBA 501 or GSBA 515

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**

Prerequisites: GSBA 501 or GSBA 515

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**

Prerequisites: GSBA 501 or GSBA 515

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 | STRATEGIC EXECUTION****Units: 3**

This course builds on the basic understanding of how strategy is formulated (GSBA 500) and on the various functional courses introduced throughout the MBA program. Topics may include but are not limited to executing strategic alliances, engaging in acquisition and restructuring strategies, developing and implementing sustainable business strategies and stimulating organizational innovation. The purpose is to provide students with an opportunity to integrate the various topics introduced throughout the program by engaging in strategy execution. Teaching methods may include case studies, simulations, projects and field-work. 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 and GSBA 505

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: 1-3**

Prerequisites: GSBA 501 or GSBA 515

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**

Applied learning experience working for a business, government, or nonprofit organization. Students undertaken individual project or employer designated internship program. Grading is Pass/Fail.

**GSBA 599 | INDEPENDENT STUDY****Units: 1-3**

Independent study usually involving empirical research and written reports. Repeatable up to 6 units toward degree requirements.

# 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.

## Our Mission

The Mission of the Master of Science in Executive Leadership is to develop and inspire leaders who will transform their organizations and our world through service with compassion and integrity.

## Contact Information

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Admission 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 Requirements for Admission

### Master of Science in Executive Leadership

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).

Curriculum Overview: The executive scheduling format of the courses allows students to fulfill their work responsibilities while still pursuing their degree. The following is the current sequence of the MSEL courses, all of which are required:

Code	Title	Hours
MSEL 520	Preparing for Leadership: Self Appraisal & Analysis	3
MSEL 521	Optimizing Individual Learning	1.5
MSEL 522	Leadership, Power & Politics	1.5
MSEL 529	Leadership in a Team Context	1.5
MSEL 524	Communicating your leadership Point of View	1.5
MSEL 525	Effective Decision Making	1.5
MSEL 526	Succession Planning & Talent Management	1.5

MSEL 527	Partnering for Performance Using Situational Lead II	1.5
MSEL 523	Ethics in the Workplace	1.5
MSEL 528	Problem Solving & Negotiation	1.5
MSEL 530	Leadership in a Global Context	1.5
MSEL 535	Finance & Accounting in Organizational Leadership	4.5
MSEL 536	Corporate Governance	1.5
MSEL 531	Leading Organization Change	3
MSEL 532	Designing Organizational Culture: Values & Alignment	1.5
MSEL 534	Marketing Strategy, Structure & Process	3
MSEL 533	Innovation and Organizational Learning	1.5
MSEL 537	Executing Strategic Initiative	1.5
MSEL 538	Leadership for the Future	1.5

## Courses

### **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 IN THE WORKPLACE**

#### **Units: 1.5**

This course examines the moral features of activities and decision-making within and among organizations. Beginning with the assumption that most people want to act ethically most of the time, we must also recognize that people and relationships are complex. Determining the proper course of action is at least as difficult as taking that action within an elaborate network of stakeholder relationships. Toward improving moral analysis in organizations, this course will cover topics such as: the effects of time pressure, division of loyalties, conflicts of obligations, effects of bureaucracy, nature of authority, cultural relativism and international ethical differences, among others.

### **MSEL 524 | COMMUNICATING YOUR LEADERSHIP POINT OF VIEW**

#### **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 525 | EFFECTIVE DECISION MAKING**

#### **Units: 1.5**

Both quality and timeliness of decision making are stressed in this integrative approach to decision making in the leadership arena. Systematic processes of business problem-solving and decision making are introduced and applied to real-world situations. Topics include problem definition; generation of alternatives; statistical inference and decision techniques; risk assessment and analysis, decision making under uncertainty; game theory and behavioral economics and implementation; and political and ethical considerations in decision making. Teaching methods include lecture, case studies and group and individual projects. The objective of this course is to apply decision tools and analytical techniques to evaluate and resolve decision problems faced by leaders. Understanding these quantitative and non-quantitative decision techniques will allow leaders to evaluate alternatives, understand risk and achieve optimal results when faced with complicated decision problems.

### **MSEL 526 | SUCCESSION PLANNING & TALENT MANAGEMENT**

#### **Units: 1.5**

This course explores the science and art of identifying and developing tomorrow's leaders in organizations. Traditionally, corporate boards have left leadership planning and development very much up to their CEOs and human resources departments. Companies whose boards and senior executives fail to prioritize succession planning and leadership development end up experiencing a steady attrition in talent and becoming extremely vulnerable when they have to cope with inevitable upheavals. Attracting, developing and retaining talent may be the most critical function of today's organizational leadership. Making sure the right people are moving at the right pace and into the right jobs at the right time can significantly impact the sustainability and competitive advantage of any business enterprise. Students will first review and reflect on their personal career development path using the data in the Voices 360° feedback report. They will learn strategies and best practices for identifying and documenting organizational needs and recruiting talent, as well as managing their performance and development once onboard. Topics include leadership development and performance management systems, Board of Directors, executive ability, organizational development, focuses on best-practices that help ensure sustained employee "fit" and engagement.

**MSEL 527 | PARTNERING FOR PERFORMANCE USING SITUATIONAL LEAD II****Units: 1.5**

This course explores the issues, possibilities and prescriptions when ethically leading in a one-on-one context. Topics include defining leadership in the one to one context, diagnosis of employee competence and commitment, the use of directive and supportive behaviors, the consequences of over and under supervision, assessment-based feedback on leadership style, leader behaviors and employee satisfaction and the dynamic impact of an individual's DiSC® profile on leader effectiveness. Teaching methods include assessments, role plays, case studies and one paper demonstrating the application of these tools and techniques in the student's workplace.

**MSEL 528 | 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**

This course examines the challenges and possibilities of creating and leading in a team based organizational culture. Topics include: stages of team development, team dynamics and observation skills; leadership interventions; team chartering; and conflict management. Teaching methods are highly experiential and include assessments, role-plays, case studies, simulations, skill practice and a writing project documenting a team leadership experience.

**MSEL 530 | LEADERSHIP IN A GLOBAL CONTEXT****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 ORGANIZATION CHANGE****Units: 3**

Change agents play a critical role in organizations. This course explores the problems and possibilities when leading an organizational change effort. Students will learn the stages of concern that individuals experience when dealing with change and why people resist change. In addition, several models of change are shared and students will identify successful and unsuccessful change efforts in their own organizations and do a final project on leading a change initiative. Topics include change management strategies, alignment of organizational systems and theories of change. The main intent of this course is to design and develop your own “tool kit” with strategies and models to help you make change comfortable or even exciting for others in your organizations. Teaching methods include simulations, guest speakers, videos, lecture and small group discussion and facilitator-assisted analysis of the group's learning.

**MSEL 532 | DESIGNING ORGANIZATIONAL CULTURE: VALUES & ALIGNMENT****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: 3**

An examination of the integrated set of commitments, decisions and actions designed to give a firm competitive advantage. Drawing from Designing Organizational Culture students continue their analysis of organizational core competence. The focus is on an exploration of the marketing process in the firm and in society in relation to identified organizational strategies. The most important objective of this course is for each participant to develop an understanding of the scope, challenges, opportunities and limitations of strategic marketing. Topics include customer value, satisfaction and loyalty; consumer research; market analysis; market segmentation and targets; brand equity; designing and managing services; pricing; and integrated marketing communications.

### **MSEL 535 | FINANCE & ACCOUNTING IN ORGANIZATIONAL LEADERSHIP**

#### **Units: 4.5**

This course presents the responsibilities, analytical approaches and leadership strategy implications of the accounting and financial officer of a company. The course integrates the external (investor) and the internal (financial leadership) perspectives. First, the tools required to manage the accounting and financial functions within a mature corporation will be presented. Second, the financial implications of a start-up company will be covered. Both of these perspectives are internal to the business organization. The third perspective will be external in covering how the financial communities of investors view the corporation as an investment and the responsibilities of the financial manager in maximizing the company's shareholders' wealth. The course will cover the key issues related to each perspective. Learning methods include lecture, problem solving, in-class case analysis and project reports.

### **MSEL 536 | CORPORATE GOVERNANCE**

#### **Units: 1.5**

Failure in corporate governance, an ineluctable responsibility of business leadership, can threaten the very existence of the firm. Providing leadership on corporate governance requires first the examination of why governance is necessary—e.g. what specific problems arise as a result of the corporate form—and gaining an understanding of the reach and scope of the principal corporate governance mechanisms. Topics such as the purpose and nature of the firm, models of corporate governance and their correspondence with legal and financial traditions, internal and external governance mechanisms, the role of regulatory authorities and executive compensation are covered in a comparative and interdisciplinary manner.

### **MSEL 537 | EXECUTING STRATEGIC 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.

## **Master of Science in Finance**

### *Program*

Our selective 10-month 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 19 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).

## *Contact Information*

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## *Requirements for Admission*

- Four-year baccalaureate degree preferably in a finance, accounting, economics, or STEM discipline;
- A "B" average or higher is preferred
- Competitive GMAT or GRE exam scores from a test taken within the last five years
- Two professional letters of recommendation
- If English is not the applicant's first language, TOEFL scores are required.



## Admission Deadlines

Entrance Semesters	Fall
Application Deadline	Applications for the Master of Science in Finance program are processed on a rolling basis. The rolling application deadlines are:
	November 1
	February 1
	March 1
	May 1
	June 1 (final deadline)
	Two professional appraisal forms or letters of recommendation. At least two years of full-time work experience is expected for admission to the program. Deferred admission may be granted pending completion of two years of full-time work experience; additional consideration may be given to candidates with substantial business experience.

Code	Title	Hours
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

## Courses

### 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**

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) is a cohort-based program where students progress together through a 16-month course of study. The 32-unit curriculum integrates content of 15 courses within three main thematic areas:

- Global Business Leadership and Ethics
- Cross-Cultural Competence in International Business
- Best Business Practices and Processes

It is delivered in a flexible, executive education format. Students begin with online studies prior to an intensive one week on-campus session. This begins a period of independent and team-based studies that include classroom sessions, guest speakers and a variety of remotely-delivered educational exercises.

Following the initial week-long on-campus session, students may choose one of three continuation paths:

- attendance at monthly on-campus sessions;
- course completion via distance learning methods
- combination of the above two options.

At the conclusion of the fourth semester, all students return to the campus for a one week final session. This final week includes participation in a capstone experience, MSGSL 540, wherein the students complete a multi-day exercise analyzing a business problem for an actual international corporation.

The MSGSL program concentrates on those graduate business courses most valuable to mid-level executives working in international corporations. Though some students have somewhat more or less experience, the typical candidate for the MSGSL program will have five to eight years of business experience as a rising executive or military officer and be expected to assume positions of increasing responsibility with time.

The MSGSL program has been created specifically for a busy working professional whose work demands make attending a full-time, campus-based program difficult. Students who are able to attend class on campus every month are in

the same classes and cohort with students who are completing most of their course requirements online. These resident and distance students work together in teams and use tools and technology that prepare them for today's global business environment that regularly uses technology to facilitate collaboration and coordination across time zones and international boundaries. Also, the incorporation of distributed education technologies enables students to continue their academic efforts while faced with challenging and changing work schedules.

## Admissions Requirements

The first requirement for admission is the demonstration of the ability to successfully complete the program based on prior academic performance. Normally this performance will be demonstrated by a minimum 3.0 cumulative undergraduate degree GPA (4.0 basis). Additionally, candidates must be able to demonstrate work and leadership experience in order to best understand and take advantage of the content of the curriculum. At least five years is preferred, three years is the minimum, which can only be waived under exceptional circumstances.

In addition, candidates will be expected to provide:

- two letters of recommendation, one by their immediate supervisor (commanding officer for military personnel);
- brief statement of purpose discussing reasons for wanting to complete the MSGL program;
- resumé describing work experience to date;
- original, sealed undergraduate transcripts (including transfer credits listed on the degree-granting institution transcripts).

Applicants may apply at [www.sandiego.edu/msgl](http://www.sandiego.edu/msgl). A personal or phone interview with the MSGL program director or admissions manager is expected prior to submission of the application.

## Additional Requirements for Admission Master of Science in Global Leadership

Entrance Semesters	Fall and Spring
Application Deadline	Jul. 1 and Nov. 1
	Applications will be considered after these deadlines on a space-available basis
Minimum Grade Point Average	3.0 (4.0 scale)
Standardized Admission Test	GMAT (waived for candidates with sufficient work experience)
	IELTS or TOEFL - International applicants only (minimum IELTS score of 7.0 or TOEFL score of 92/237/580 required); See English Proficiency and International Student Applicants on the Admissions page. International students will be considered, depending on their visa classification. Unfortunately, we are unable to accept students with the F-1 visa, since a significant portion of our course content is online and classes meet only once a month. International students must be in the US on a work or other type of visa. Contact the Office of International Students and Scholars for more information.
Required Coursework	No specific undergraduate coursework required
Required Licenses/Credentials	None
Additional Requirements	We are unable to accept students who require an F-1 student visa since a significant portion of our course content is online. International students must be in the United States on a work or other type of visa, or they must be participating as a distance learner.

Two professional letters of recommendation. At least three 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).

## MSGL Degree Requirements

The following courses are all required. Their order of delivery may vary slightly from cohort to cohort. A 3.0 average in MSGL course work is required in order to graduate. The units for each course follow the course title.

Code	Title	Hours
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

## Courses

### 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**

Prerequisites: MSGL 501

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**

Prerequisites: MSGL 513

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**

Prerequisites: MSGL 501 and MSGL 506

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**

Prerequisites: MSGL 513

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**

Prerequisites: MSGL 501 and MSGL 513

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

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**

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**

Prerequisites: MSGL 501 and MSGL 506 and MSGL 514

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.

### *Additional Requirements for Admission Master of Science in Real Estate*

See here (p. 25) for basic admission requirements.

Entrance Semester	Fall
Minimum GPA	3.0 (4.0 scale)

Application Deadlines	Priority: March 15, International Applicants: June 15, Domestic Applicants: July 15
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

There are 32 units required for the MSRE in total.

## Requirements for the MSRE Degree

Code	Title	Hours
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 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 511	Real Estate Seminar	1
MSRE 512	Technology and Databases for Real Estate Analysis	1
MSRE 513	Real Estate Market Analysis	3
MSRE 515	Design and Construction Management	3
MSRE 517	Sustainable Real Estate	3
MSRE 594	Special Topics	1-3
Total Hours		31-33

### Courses

#### 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

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

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 506 | PROPERTY MANAGEMENT

##### Units: 1

This course provides an overview of various levels of real-estate management, including property management, asset management and portfolio management. It examines how managers of real estate assets help owners achieve their goals and enhance the value of their investments. Topics include: owner/tenant relations, marketing and leasing strategies, budgeting and reporting, management of improvement projects, maintenance, compliances and risk management. This course also compares the management of residential and nonresidential properties (e.g. office, industrial and retail).

#### MSRE 507 | REAL ESTATE DEVELOPMENT

##### Units: 3

Prerequisites: MSRE 500 and MSRE 502 and MSRE 503

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

Prerequisites: MSRE 503

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

Prerequisites: MSRE 503

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

Prerequisites: MSRE 500 and MSRE 502 and MSRE 503

This course helps refine problem-solving, career and business planning skills. It integrates the lessons learned from all prior coursework with life experiences. Speakers will address topics on leadership and provide general advice for young professionals. Each student develops a business plan focused on either adding value to an existing firm or starting a new business in the real estate industry. Teams also work on real projects in the San Diego region providing a professional presentation and a report at the end of the term. Projects will vary so that the class will be exposed to different kinds of real estate challenges.

#### MSRE 511 | REAL ESTATE SEMINAR

##### Units: 1

This course is designed to bridge the academic to practitioner gap by providing student interaction with practicing real estate experts on a current topic of special interest.

### MSRE 512 | TECHNOLOGY AND DATABASES FOR REAL ESTATE ANALYSIS

#### Units: 1

Prerequisites: MSRE 500 (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

This course provides the foundation for the program's development course and eventually the capstone course. It examines the sources of demand and supply for various property types, as well as the forces that drive rents; it covers transportation and land economics and examines how these influence land values; and it explores changes in transportation costs and the impact of public transit. It also looks at how regulations affect the real estate market. Experts on market and feasibility analysis present at various points in the course.

### MSRE 515 | DESIGN AND CONSTRUCTION MANAGEMENT

#### Units: 3

This course provides an overview of planning and design considerations for the most productive use of a site, as well as exposure to the construction management process. It considers construction management from a developer's point of view and includes direct student interaction with design professionals and the general contracting and construction management side of the real estate industry. Students are exposed to issues such as quality control, budgeting and scheduling. Alternative project procurement and construction delivery mechanisms will be identified and compared. Students take field trips to current construction projects and work on one or two real projects.

### MSRE 517 | SUSTAINABLE REAL ESTATE

#### Units: 3

Prerequisites: MSRE 500

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

Prerequisites: MSRE 500

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.

## Master of Science in Supply Chain Management

Accredited by the Chartered Institute of Purchasing & Supply (CIPS) and approved by the Institute for Supply Management (ISM), the web-based Master of Science in Supply Chain Management (MS-SCM) is designed for high-performing managers and executives who have an established track-record of success in one or more of the functions included in supply chain management. Participants gain advanced expertise needed to help their sponsoring firms progress to world-class supply chain management status, with significant improvement in their firms' profitability.

At the completion of this program, students who have mastered the curriculum will be able to:

- Demonstrate mastery of the principles of world-class supply chain management;
- Identify gaps between their organization's processes and world-class processes;
- Apply project management practices to one or more such gaps;
- Demonstrate success as an ethical leader in supply chain management; and,
- Demonstrate teamwork and team leadership skills.

The 36-unit MS-SCM program is offered online in a lock-step, cohort-based format and requires approximately 25 months for completion. The delivery format employs a blended approach to learning, whereby students spend 3-4 interactive days on campus at the beginning of each semester, completing the remainder of the instruction via online learning. The regular online interaction makes it possible for students to interact with their instructors and fellow students in a user friendly manner. Students often make deeper connections with their online colleagues than in a bricks-and-mortar classroom.

The first six courses integrate the three legs of supply chain management: supply management, logistics and operations, supported by courses in finance, project management and cost management. The remaining seven courses expand on these principles adding emphasis in negotiations, law and ethics, leadership and change management, sustainability in the supply chain and value network management. The entire curriculum is designed to blend proven concepts with contemporary best practices found in successful businesses and governments throughout the world.

### Advanced Integrative Project

The custom focused project is the cornerstone of the program. The project completed in second half of the program requires students to apply knowledge gained from their coursework in supply management, operational processes, project management, leadership, change management and ethics to a real-world gap between world-class practices and the student's current organization's practices.

The project is the vehicle for applied learning and provides the link between theoretical and applied learning. In addition to the learning resulting from successful project completion, organizations receive a positive financial return on their tuition investment. Individuals who do not have internal executive-level support for an internal project are afforded an opportunity to undertake a project at a nearby organization. The subject organization, together with the course instructor(s), facilitates these students in fulfilling the requirement of the Advanced Integrative Project course.



## Online Delivery

All courses are web-based and delivered via Blackboard, the learning management system used by the University of San Diego. Students have access to all the necessary course and program information 24/7. Regular asynchronous discussions allow students to participate in courses at a time that is convenient for them, often increasing the incident and depth of involvement with their classmates and instructors.

The online format allows organizations to sponsor participants from multiple locations and reduce time lost going to and from physical classes. The face-to-face benefit of education is also achieved with the onsite 3-4 day resident sessions conducted on the USD campus each semester. The online format is designed specifically to meet the needs of working professionals and their organizations. The format also reflects the evolution in the workplace towards virtual teamwork and collaborative learning, which are critical to the success of the project.

## Admission Requirements

Basic admission requirements include:

- minimum two years work experience in a relevant supply chain management position;
- Bachelor’s degree from an accredited college or university;
- additional screening related to the assessment of academic competence is typical of that found for entry into most business graduate degree programs;
- applicants who do not meet the minimum two years work experience requirement, or have an undergraduate GPA of 3.0 or less, may be required to submit a GMAT score.

In addition, candidates will be expected to provide:

- two letters of recommendation from the applicant’s supervisor, a colleague, direct report, or university professor;
- Statement of Purpose—a short essay reflecting the applicant’s personal and professional objectives and expectations for the program;
- résumé describing work experience to date;
- college or university transcripts (officially sealed) from each college or university attended;
- International students who possess an L-1 (business visa) may apply.

## Additional Requirements for Admission Master of Science in Supply Chain Management

See here (p. 25) for basic admission requirements.

Entrance Semesters	Fall and Spring
Application Deadline	May 1 and Oct. 1
	Applications will be considered on a space-available basis
Minimum Grade Point Average	3.0 (4.0 scale)
Standardized Admission Test	GMAT (optional dependent on GPA)
Required Coursework	No specific undergraduate coursework required
Required License/Credentials	None

Additional Requirements for MS-SCM	Two professional letters of recommendation. At least two years of full-time work experience is expected for admission to the program. Additional consideration may be given to candidates with substantial business experience. Applicants who received their bachelor’s degree from a non-US educational institution must have their transcripts evaluated by the International Education Research Foundation (IERF) or World Education Services, Inc. (WES).
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There are 36 units required in the MSSCM Program

## Course Requirements

Code	Title	Hours
MSCM 561	Supply Chain Strategy and Design	3
MSCM 562	Operational Processes	3
MSCM 563	Supply Management	3
MSCM 564	Strategic Cost Management	3
MSCM 565	Finance and Risk Management	2
MSCM 566	Project Management Principles	3
MSCM 581	International Negotiations	1-3
MSCM 582	Distribution and Logistics Management	2
MSCM 583	Leadership and Change Management for Supply Chain Managers	3
MSCM 584	Law, Ethics and Contracts for Supply Chain Management	3
MSCM 585	Sustainable Global Supply Chain Management	2-3
MSCM 586	Value Network Management	3
MSCM 599	Advanced Integrative Project	1-3

## Courses

### MSCM 561 | SUPPLY CHAIN STRATEGY AND DESIGN

**Units: 3**

Introduces the concept of a supply chain as a complete system that begins with raw materials and delivers value to the end customer. The student will learn to use a variety of conceptual models to describe and classify supply chains In terms of how they are designed and configured to maximize that value, with the emphasis always being on the entire system rather than any individual component. The objective is to recognize and correct supply chain designs that are mismatched to their environments and to direct attention to the critical elements that must be managed. Discusses current trends in Supply Chain Management in terms of how they contribute to maximizing customer value.

### MSCM 562 | OPERATIONAL PROCESSES

**Units: 3**

Examines operational processes of the supply chain from acquisition of materials through conversion to physical distribution of goods and services. Topics include workflow systems, inventory systems, quality systems, production systems, logistics systems, cost estimation, optimization and continuous improvement. Common business processes and business skills addressed include: production planning, workflow scheduling, cost estimation, resource allocation, work methods design, inventory management and continuous improvement methods.

**MSCM 563 | SUPPLY MANAGEMENT****Units: 3**

Examines the challenges of integrating the members of an organization's supply management system. Such improvements reduce time-to-market and improve quality and the inflow of technology from the firm's supply base, thereby increasing market share and profitability. These improvements also result in reductions in the total cost of ownership for purchased materials, services and equipment. Addresses supply management's role in: social responsibilities; buyer-supplier relationships; ethics; cross-functional teams; quality, price and cost analysis; methods of compensation; total cost of ownership; the development of requirements; acquisition of services and equipment; outsourcing; global sourcing; post-award activities; and legal issues.

**MSCM 564 | STRATEGIC COST MANAGEMENT****Units: 3**

Investigates the highly dynamic, timely and little understood area of cost management in the supply chain. Promotes cost reduction as a critical tool in competitive business strategy redirecting emphasis from price to the total cost of ownership. Identifies costs throughout the supply chain system and methods of measuring costs and determining cost drivers. Develops written strategies on reducing or managing costs.

**MSCM 565 | FINANCE AND RISK MANAGEMENT****Units: 2**

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 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 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 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: 2-3**

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.

# SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES

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## *Administration*

Nicholas Ladany, PhD, DEAN

Joi Spencer, PhD, ASSOCIATE DEAN

Linda N. Dews, MEd, ASSISTANT DEAN

TBD, ASSISTANT DEAN, Accreditation and Assessment

Vlad Bolsakov, MBA, ASSISTANT DEAN, Finance and Administration

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Maya Kalyanpur, PhD, CHAIR, Learning and Teaching

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Peggy Hetherington, MS, DIRECTOR, Field Experience, Counseling Program

Todd Edwards, PhD, DIRECTOR, Marital and Family Therapy Program

Helene T. Mandell, EdD, DIRECTOR, Field Experiences, Learning and Teaching

Michele McConnell, MEd, COORDINATOR, MEd Online

Cheryl Getz, EdD, DIRECTOR, Leadership Minor

Emily Young, PhD, EXECUTIVE DIRECTOR, Nonprofit and Philanthropic Institute

Laura Deitrick, PhD, DIRECTOR, Caster Center and Program Specialist

Mary Jo Schumann, PhD, ASSOCIATE DIRECTOR, Caster Center

Heather Lattimer, EdD, EXECUTIVE DIRECTOR, Institute for Entrepreneurship in Education

Edward DeRoche, PhD, DIRECTOR, Character Education Resource Center

Teresa VanHorn, MA, DIRECTOR, Nonprofit Leadership Alliance and COORDINATOR, Leadership Studies Minor

Jacqueline Kennedy, MA, DIRECTOR, Manchester Family Child Development Center

Lorri Sulpizio, PhD, DIRECTOR, Leadership Institute

Beth Garofalo, MEd, ASSOCIATE DIRECTOR OF LEADERSHIP PROGRAMMING, Leadership Studies

Sergio E. Rodriguez, MA, ASSISTANT DIRECTOR OF PROGRAMMING, Learning and Teaching

Sonya Mohamed, MEd, ASSISTANT DIRECTOR OF PROGRAMMING, Counseling & Marital and Family Therapy

## *Faculty*

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Donna Barnes, PhD

Sandy Buczynski, PhD

Wendell Callahan, PhD

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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

Kristopher G. Hall, PhD

C. Bobbi Hansen, EdD

Nancy Hanssen, MEd

Lea Hubbard, PhD

Rebekka Jez, EdD

Maya Kalyanpur, PhD

Nicholas Ladany, PhD

Marcus Lam, PhD

Heather Lattimer, EdD

Florencia Lebensohn-Chialvo, PhD

Mary Lyons, PhD

Ian Martin, EdD

Sarina Molina, EdD

Theresa Monroe, RSCJ, EdD

Afsaneh Nahavandi, PhD

Christopher Newman, PhD

Jo Ellen Patterson, PhD

Reyes Quezada, EdD

Lonnie L. Rowell, PhD

Hans Peter Schmitz, PhD

Joi A. Spencer, PhD

Suzanne Stolz, PhD

Teresa VanHorn, MA

Lee Williams, PhD

Susan Zgliczynski, 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), and a Doctorate in Leadership Studies (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.

In addition, the School of Leadership and Education Sciences offers undergraduates the opportunity to enroll in the Combined BA/MEd Teacher Education Program (CTEP), Education minor, Leadership Studies minor, Nonprofit Social Enterprise & Philanthropy minor, Naval Sciences minor, Army ROTC program, Nonprofit Leadership and Management certificate program, and several special courses designed to meet the needs and interests of all undergraduates. Please refer to the current Undergraduate Course Catalog for more information regarding these programs.

## *Vision Statement*

We believe that education for human service must have as its foundation a vision of enhancing human dignity and the quality of life. To do so, human service professionals must focus on moral perspectives in their professional and community lives. The faculty and staff of the School of Leadership and Education Sciences seek to impart this vision to our students.

## *Mission Statement*

It is our responsibility to prepare students with the professional knowledge, skills, and ethical perspectives they will need for effective leadership and practice in a diverse society. We seek to become, and encourage our students to become, life-long learners engaged in scholarly inquiry, research, and professional development. We value professional and community service and encourage such service by our students.

To implement our mission, the faculty enriches all programs and course offerings with the values, concepts, and themes that we believe will help students become ethical, civic-minded and committed leaders in their chosen fields.

## *Internationalization Experience Requirement*

School of Leadership and Education Sciences (SOLES) students are required to complete an international experience to graduate. SOLES recognizes that students are living in a global society and they need to understand how other countries and cultures approach the issues and concepts in their program areas. The internationalization experience will strengthen students in their current lives and future careers. Each program has identified specific ways in which its students can meet the internationalization requirement, including participation in a 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*

- Caster Family Center for Nonprofit and Philanthropic Research
- Center for Education Policy and Law (CEPAL)
- Character Education Resource Center
- Compass Family Center
- Educational Leadership Development Academy (ELDA)
- Global Center
- Hansen Summer Institute
- Institute for Entrepreneurship in Education
- Institute for Nonprofit Education and Research
- Leadership Institute
- Manchester Family Child Development Center (MFCDC)
- Mobile Technology Learning Center (MTLC)

## *Academic Degree Programs, Credentials and Certificates*

### *Doctoral Degree*

The School of Leadership and Education Sciences offers one Doctor of Philosophy degree in Leadership Studies. The degree requires the successful completion of a dissertation. This is a 54-unit program that allows students to develop their chosen career goals.

### *Master's Degrees*

The master's programs in SOLES prepare qualified professional personnel in education and related areas through a sequence of graduate work that includes field and laboratory experiences as well as coursework. The School of Leadership and Education Sciences grants 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*

Paula Cordeiro, EdD

Laura Deitrick, PhD

Robert Donmoyer, PhD

Fred Galloway, EdD

Cheryl Getz, EdD

Zachary Green, PhD

Marcus Lam, PhD

Mary Lyons, PhD

Theresa Monroe, RSCJ, EdD

Afsaneh Nahavandi, PhD

Christopher Newman, PhD

Hans Peter Schmitz, PhD

Teresa VanHorn, MA

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.

## 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).

## Credential Program

### *The Educational Leadership Development Academy Program (ELDA)*

This 24-unit program of study includes coursework and an intensive fieldwork experience in school leadership over the duration of the program. Classes are held on weekdays and occasional weekends throughout the year. Fieldwork placements will be selected jointly by the program administration and the candidates' district supervisors to ensure a learning environment that will adequately support participant learning in the critical areas of site leadership.

The program of study meets the requirements for the California Preliminary Administrative Services Certificate of Eligibility.

The ELDA Intern Program provides an intern credential for administrators who are selected by a public school district or a county office of education and placed in an administrative position under the supervision of a University of San Diego Supervisor. These candidates work in the administrative position and enroll in coursework at the University to earn the Preliminary Administrative Services Credential.

#### *Additional Requirements for Admission*

See here ([catalogs.sandiego.edu/graduate/academics-admission/admission](http://catalogs.sandiego.edu/graduate/academics-admission/admission)) for basic admission requirements.

### *Educational Leadership Development Program*

#### *ELDA Program Required Courses (24 units)*

Code	Title	Hours
LEAD 552	School Law for Aspiring Leaders	3
LEAD 553	Instructional leadership and Supervision I	2
LEAD 554	Instructional Leadership and Supervision II	2
LEAD 558	Leadership and the Dynamics of School Organizations	3
LEAD 588	Diversity and the Preparation of School Leaders	2
LEAD 583	Special Topics I	1
LEAD 584	Special Topics II	2
LEAD 590	Curriculum Development: Access, Assessment and School Improvement I	3
LEAD 591	Curriculum Development: Access, Assessment and School Improvement II	2
LEAD 597P	Practicum in School Administration I	2
LEAD 598P	Practicum in School Administration II	3

#### *Exit Requirements*

Candidates will be interviewed by a panel of content experts using questions and corresponding rubrics aligned to the California Administrative Performance Expectations (CAPES).

## 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 54-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 54 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. 35) 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 Requirements for Admission

## Doctor of Philosophy in Leadership Studies

See here (p. 25) for basic admission requirements.

Entrance Semester	Fall
Application Deadlines	Visit <a href="https://www.sandiego.edu/soles/admission-and-aid/deadlines.php">https://www.sandiego.edu/soles/admission-and-aid/deadlines.php</a>
Recommended GPA	3.50 (4.0 scale) in master's coursework

Standardized Admission Test	Graduate Record Examination (GRE) General Test taken within the last five years
Additional Requirements	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

### I. Core - 33 units

These foundational courses are required for all students; courses taken at other institutions may not be substituted.

Code	Title	Hours
LEAD 600	Integral Leadership Theory	3
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 613	Advanced Quantitative Research Methods	3
or LEAD 612	Advanced Qualitative 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 619	Applied Leadership Practices: Integral Self and Systems Approach	3
LEAD 695	Dissertation	6



## II. Area of Specialization/Electives - 21 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
- Organizational Leadership/Consulting
- Teaching, Learning and Leadership
- 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

A 36-unit program designed for students preparing for leadership positions in a broad variety of organizational settings: consulting firms, human resource departments, nonprofit agencies, colleges and universities and public and private K-12 schools, for example.

The focus of the leadership master's degree is to develop knowledgeable, ethical, caring and inclusive leaders for a diverse and changing society. The program offers candidates the opportunity to study leadership theory and practice and apply leadership concepts and principles to their personal and professional roles and responsibilities.

There are three degree opportunities:

- Higher Education Leadership
- Leadership Studies
- Nonprofit Leadership and Management

# Master of Arts in Higher Education Leadership

The Masters of Arts in Higher Education Leadership is designed to provide professionals dedicated to the field of higher education with the ability to make an enhanced impact by expanding the way they collect and process information.

Including research, organizational theory, change and more, the program provides opportunities for graduate assistantships and international experiences.

All students in the Higher Education Leadership Program take five courses (15 units) in the leadership core. These courses are designed to enhance students' understanding of leadership theory, its practical applications and the ethical dimensions of leadership—concepts we believe are universally applicable in today's society. The core also includes a 3-unit research design and methodology course. Students also are required to take four courses (12 units) in the Higher Education core. These courses are designed to give students a strong foundation in higher education policy, history, organizational structures and diversity, as well as an exposure to the implications each has for leaders in higher education.

The remaining 9 units include a 3 unit practical experience or internship and 6 units of electives. Students work closely with their advisor to design an experience in one of three higher education specializations:

1. Community College Leadership,
2. Higher Education Administration, or
3. Student Affairs.

Students will begin to design their final action research project in the Action Research course and also have the opportunity to gain practical experience at a post-secondary site of their choosing. The 6 units of elective courses chosen will also enhance this experience by providing additional opportunities to engage in theory and practice related specifically to the student's specific area of interest.

## Additional Requirements for Admission Master of Arts in Higher Education Leadership

See here (p. 25) for basic admission requirements.

Entrance Semesters	Fall
Application Deadlines	Visit <a href="https://www.sandiego.edu/soles/admission-and-aid/deadlines.php">https://www.sandiego.edu/soles/admission-and-aid/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	Hours
<b>Leadership Core</b>		12
LEAD 550	Integral Leadership Theory	3
LEAD 551	Human Relations for Leaders	3
LEAD 555	Leadership and Ethics	3
LEAD 559	Leadership and Organizational Change	3
<b>Research Requirement</b>		3
LEAD 547	Action Research Methods I	3
<b>Higher Education Core</b>		12

LEAD 569	Making Meaning and the Collegiate Experience	3
Select 9 units from the following:		9
COUN 515	Multicultural Counseling	3
LEAD 565	Dynamics of Race, Gender and Culture in Higher Education	3
LEAD 571	History and Philosophy of Higher Education	3
LEAD 576	Community College Leadership	3
LEAD 577	Higher Education Policy	3
LEAD 578	Higher Education Administration	3
LEAD 594	Student Affairs Graduate Assistant Seminar	1.5
<b>Internship (Practical Experience)</b>		3
LEAD 598	Leadership Internship	3
or LEAD 594	Student Affairs Graduate Assistant Seminar	
Students may take a maximum of 6 units of LEAD 594. 3 units may be counted towards the HE Core, and 3 units may be counted towards the Internship requirement.		
<b>Electives</b>		6
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*

Action Research Project or Action Research Thesis (please consult advisor and student handbook for specialization requirements)

## Master of Arts in Leadership Studies

This 36 unit program is designed for candidates who seek to create innovative and dynamic approaches to learning and leadership. The MA offers a unique degree of freedom and flexibility in how one seeks this degree. Students are invited to examine, reflect and act on passionate concerns, working closely with faculty and fellow students, to bring theory and practice together to meet academic and professional goals.

All students in the Leadership Studies Program take five courses (15 units) in the leadership core. These courses are designed to enhance students' understanding of leadership theory, its practical applications and the ethical dimensions of leadership—concepts we believe are universally applicable in today's society. Students also take a 3-unit research design and methodology course and are required to take a 3-unit internship course and engage in an internship at an external site of their choosing. Finally, students will enroll in three units of Capstone Seminar.

Students also select 12 units of elective coursework that meets their specific needs and interests. Areas of specialization include: Organizational Leadership/ Consulting or Coaching. 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.

### *Master of Arts in Leadership Studies*

See here (p. 25) for basic admission requirements.

Entrance Semesters	Fall, Spring and Summer
Application Deadlines	Visit <a href="https://www.sandiego.edu/soles/admission-and-aid/deadlines.php">https://www.sandiego.edu/soles/admission-and-aid/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	Hours
<b>Leadership Core</b>		15
LEAD 545	Survey of Leadership Theories	3
LEAD 550	Integral Leadership Theory	3
LEAD 551	Human Relations for Leaders	3
LEAD 555	Leadership and Ethics	3
LEAD 559	Leadership and Organizational Change	3
<b>Research Requirement</b>		3
LEAD 549	Research Methods	3
<b>Internship (Practical Experience)</b>		3
LEAD 598	Leadership Internship	3
<b>Capstone</b>		3
LEAD 589	Capstone Seminar (Students will enroll in 1 unit of LEAD 589 in each of their last 3 semesters.)	1
<b>Electives</b>		12
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 research project.

Candidates should confer with their advisor during their first year in the program regarding the selection 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.

All students in the Nonprofit Leadership and Management Program take nine required courses (27 units). Students also select nine units of elective coursework to meet their specific needs and learning objectives. The nonprofit curriculum is focused on applied learning, which facilitates the transfer of knowledge from theory to practice. Most 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.

### Optional National Credential with the Nonprofit Leadership Alliance (NLA) (<https://www.nonprofitleadershipalliance.org/members>)

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
- At least 300 hours of work in a nonprofit (this can be actual work experience in a nonprofit or volunteer work)
- 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 Requirements for Admission Master of Arts in Nonprofit Leadership and Management

See here (p. 25) for basic admission requirements.

Entrance Semesters	Fall
Application Deadlines	Visit <a href="https://www.sandiego.edu/soles/admission-and-aid/deadlines.php">https://www.sandiego.edu/soles/admission-and-aid/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 3.0 (on 4.0 scale) should submit the Graduate Record Examinations (GRE) General Test for consideration.
Additional Requirements	Resume Statement of Purpose Two letters of recommendation

## Program Requirements

Code	Title	Hours
<b>Required Courses (27 units)</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 550	Integral Leadership Theory	3
LEAD 559	Leadership and Organizational Change	3

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	Hours
<b>Electives (students will select 9 or more units)</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	Beyond Collaboration	1
LEAD 513	Advocacy Skills and Strategies	2
LEAD 514	Public Speaking	1
LEAD 515	Social Entrepreneurship-Innovations in Creating Social Value	2-3
LEAD 517	Capital and Endowment Campaign Planning	2
LEAD 518	Nonprofits and Civil Society in Guatemala	2
LEAD 519I	Understanding Bi-National Nonprofits In The Us-Mexican Border	2
LEAD 555	Leadership and Ethics	3
Other electives may be added.		

### 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 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.

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 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.

Our courses use proven approaches that prepare established and aspiring coaches with the skills needed to advance their professions. These courses 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 a practice where the relationship with the client is at the center.

Students who intend to become professionals with coaching practices, those who are new to the field, and future human resource officers will all find leadership coaching to be a multifaceted leadership tool. Future consultants and clinicians can also benefit greatly from the program.

The certificate program is 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 a practice where the relationship with the leader being coached is at the heart and center. The value comes in an approach that is:

- Holistic-A model is used where coaches learn to keep the whole leader in mind while deepening their skills
- Practical-A value is placed on immediate applicability of learning to current and developing coaching practices
- G.R.O.W Oriented-An acronym is offered to describe how leaders are helped to set ambitious Goals, achieve desired Results, celebrate effective Outcomes, and discover ongoing Work
- Emergent-A process is established where prevailing theory, new best practices, and important professional trends are brought to the learning
- Leader-Centered-A focus is given to the development of the leader being coached through the strength of the coaching relationship

Participants who successfully complete all 12 units will be eligible for the Board Certified Coaching credential exam. For more information please visit the Center for Credentialing and Education at <http://www.cce-global.org/Credentials/RecognizedCredential>.

Code	Title	Hours
LEAD 533	Foundations of Leadership Coaching	3
LEAD 544	Building Practice in Coaching and Consultation	2
LEAD 551	Human Relations for Leaders	3
LEAD 566	Coaching and Mentoring	3
LEAD 593P	Practicum in Leadership Coaching	1

## LEAD Courses

### LEAD 500 | RESEARCH, DESIGN AND EVALUATION OF NONPROFIT PROGRAMS

#### Units: 4

This course prepares students to undertake the research, design and evaluation process employed in nonprofit organizations. Students will learn the fundamentals of 1) assessing community needs, 2) using theory to guide program design 3) identifying and evaluating research literature that supports program development 4) data-base planning, 5) cultural competence in planning and evaluation of nonprofit programs 6) designing evaluation studies 7) social marketing 8) program monitoring and 9) modifying services based on evaluation results. The course will use both didactic and interactive instruction methods, and students will undertake a project that will provide applied experience in research, design and evaluation of nonprofit programs.

### 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

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

The purpose of this course is to generate an essential diagnostic and strategic understanding of human relations associated with the exercise of leadership and authority in groups, schools, and organizational settings. It is assumed that these dynamics and processes – many of which are elusive and operate beyond our direct awareness – must be taken into consideration if we really want to understand the deeper significance of our actions and expand our zone of discretion by changing ineffective patterns of behavior. The method is based on the premise that learning about human relations, leadership, authority, and organizational dynamics can best be accomplished by experiencing and reflecting on these realities in a direct, immediate and personal way. The course provides opportunities for participants: (1) to examine theories of leadership, authority and group dynamics in order to develop their own definitions and conceptual frameworks for diagnosing and intervening in educational and organizational systems; (2) to study and analyze the dynamic forces that influence the life of groups and organizations -- including those which are intentional and conscious as well as those that are unintended and less conscious; and, (3) to identify and evaluate their own assumptions and behaviors related to the exercise of leadership and authority.

**LEAD 505 | DEVELOPING HUMAN CAPITAL****Units: 3 Repeatability: No**

Prerequisites: LEAD 501 (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**

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**

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**

Prerequisites: LEAD 501

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 two \$10,000 grants to be funded by the Donald and Elizabeth Dickinson Foundation (DEDF). This is a two-unit elective course.

**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**

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**

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 | BEYOND COLLABORATION****Units: 1**

This course intends to prepare students for the development of appropriate sustaining and effective inter-organizational relationships that assist them in fulfilling their organizational mission. Topics include life systems theory; definitions and distinctions among such arrangements as cooperation, collaboration, competition, co-opetition, partnership, networking and coalition building; identifying and developing structures and procedures; moving through the stages of development and establishing evaluative methods.

**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 | PUBLIC SPEAKING****Units: 1**

This course will provide students with the skills required to engage audiences and individuals who are potential donors and supporters of nonprofit organizations. Topics include: research and analysis of audiences; development of presentations focused on the benefits to the audience; practice of presentation skills that ensure masterful delivery; the extemporaneous speech; development and use of appropriate visual aids; handling of the question and answer period; use of humor, personal stories, analogies and the call to action. The class will be participatory and will include research and videotaped presentations. Special permission required for students not enrolled in the nonprofit management program.

**LEAD 515 | 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**

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**

The proximity to the Mexican border provides a unique opportunity to expose and prepare students for how to work more effectively in an increasingly international environment. Students will work in groups of two to three and with an associate from an assigned nonprofit that spans the Mexico and United States border to analyze the particular nature of that organization and the challenges it faces.

This course will include two days and one night in Tijuana. In addition, each student must have a valid passport prior to enrolling in this course and be willing to travel to Mexico. While a command of the Spanish language is not required, supplementing reading materials will be provided to students that are in both English and Spanish. [NOTE: Required reading will be in English.].

**LEAD 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 530 | CREATIVE LEADERSHIP****Units: 1**

This weekend course provides an introduction to methods of self-awareness, coaching and leader development in cooperation with the Center for Creative Leadership. This course will provide students with an opportunity to learn about several instruments used in leader assessment and they will gain insights into methodologies for increasing the capacity of leadership in organizations.

**LEAD 533 | FOUNDATIONS OF LEADERSHIP COACHING****Units: 3**

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 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**

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 544 | BUILDING PRACTICE IN COACHING AND CONSULTATION****Units: 2 Repeatability: No**

Prerequisites: LEAD 533 or LEAD 566 (Can be taken Concurrently)

This course is designed to provide coaching and consultation 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 and consultation services to individual clients and organizations. The aim of the course is for each student to be equipped with a sufficient robust business approach to be able to launch their practice upon completion of all program and credentialing requirements. While this course can be taken as freestanding offering, it is required that students taking the Leadership Coaching course series first take Foundations in Leadership Coaching and be enrolled in Coaching and Mentoring course 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**

This course presents a survey of the many theories that address leadership from a multi-disciplinary perspective. Through this course students will examine leadership through various theoretical lenses and frameworks. By looking at various approaches to leadership students will develop a more sophisticated understanding of the phenomenon and thereby increase their own abilities to influence others for the common good.

**LEAD 547 | ACTION RESEARCH METHODS I****Units: 3**

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 METHODS****Units: 3**

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.

**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**

The overall purpose of this course is twofold: 1) to acquaint students with the dynamics of organizational change and the challenges they present for those who hold positions of formal authority and 2) to help students develop the personal skills and discipline necessary to exercise leadership effectively. The course draws on leadership studies, complexity and systems theory as well as insights from the social sciences to develop a theoretical and practical framework for diagnosing and intervening in groups and organizations. The design provides a kind of "laboratory" setting that duplicates to some extent the dynamics that occur regularly in organizations so that participants can test and integrate their learning with actual experiences from the groups and organizations to which they belong.

**LEAD 552 | SCHOOL LAW FOR ASPIRING LEADERS****Units: 3**

Students learn about issues concerning the authority, power and liabilities of administrators as well as the legal status of teachers, students and others involved in the educational program. Course provides prospective school leaders with understanding of how law guides day-to-day decision making in key areas and the consequences for violating policies.

**LEAD 553 | INSTRUCTIONAL LEADERSHIP AND SUPERVISION I****Units: 2**

Focuses on the role of school leaders in shaping a school culture that values teaching and learning as the center of the school's work. Attention is given to the resources and skills needed to lead instructional improvement. Students are required to analyze data through classroom observations and develop an action plan to improve teaching and learning.

**LEAD 554 | INSTRUCTIONAL LEADERSHIP AND SUPERVISION II****Units: 2**

Prerequisites: EDLD 553 or LEAD 553

This course continues the work of LEAD 553, focusing on the development of students' capacity to analyze instructional practice and lead improvement of teaching and learning. Students are required to analyze data through classroom observations and develop an action plan to improve teaching and learning.

**LEAD 555 | LEADERSHIP AND ETHICS****Units: 3**

Designed to promote an understanding of the philosophical, religious and civic traditions of leadership as the ethical construct of democratic practice in organizations, institutions and societies. Students gain greater awareness of the contradictions that influence contemporary organizations, especially in U.S. society. Also addresses non-Western views of morality.

**LEAD 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 558 | LEADERSHIP AND THE DYNAMICS OF SCHOOL ORGANIZATIONS****Units: 3**

Prepares students to plan, organize, manage and evaluate the day-to-day operations of a school, focusing on the development of a productive school culture that supports learning for teachers and students. Candidates learn strategies for working with school stakeholders, sharing decision-making and providing sufficient resources for the diverse needs of students. The course builds candidates' understanding of and skill in, responding to the complex political forces that shape organizational life.

**LEAD 559 | LEADERSHIP AND ORGANIZATIONAL CHANGE****Units: 3**

A study of how leadership and change in contemporary organizations are connected conceptually and in practice. Students will study models of organizational change, connect them to models of leadership and management and learn collaborative skills and behaviors that will help them to be change agents in their organizations and professions. Emphasizes the overarching theme of changing institutions and our society to help them be more humane and responsive to solving the difficult problems that we face.

**LEAD 560 | SCHOOL LAW FOR PRACTICING ADMINISTRATORS****Units: 3**

This course focuses on the preparation of practicing school leaders to applying knowledge of the law to guide day-to-day decision making in their roles as administrators. Participants will develop a deeper understanding of and ability to apply, state and federal law in areas vulnerable to litigation that are under the purview of the school site leader.

**LEAD 561 | LEADERS EXPLORING ADMINISTRATIVE POSSIBILITIES****Units: 3**

This course engages participants in initial leadership development prior to entering an administrative credential program. This program provides candidates opportunities to learn more about their leadership capacity in a three day summer institute and continued work from September through March in monthly seminars.

**LEAD 562 | LEADERS EXPLORING ADMINISTRATIVE POSSIBILITIES I****Units: 2**

This course is the first segment of a 3-unit LEAP program. The LEAP program fosters awareness and knowledge of leadership, encourages participation in leadership activities and builds a basis for pursuing career opportunities in leadership positions in schools. In this course, we provide initial leadership development and recruitment for educators interested in future site leadership opportunities. Highly qualified individuals will be provided information, experience and support to move them toward more opportunities for teacher leadership and for some students, toward a career in site leadership.

**LEAD 563 | LEADERS EXPLORING ADMINISTRATIVE POSSIBILITIES II****Units: 1**

Prerequisites: EDLD 562 or LEAD 562

This course is the second segment of the LEAP program. This course follows LEAD 562 and continues initial leadership development and recruitment for educators interested in future site leadership opportunities. Candidates take on more responsibility as a teacher leader and document and reflect upon those responsibilities. Some candidates may begin working toward a career in site leadership. In this second semester, candidates will complete their Individual Learning Plan, complete three meetings with the mentor, complete a portfolio of their work and develop a Poster Presentation. Using a Protocol, the candidates will present the poster (reflecting their learning) to a group of critical peers and receive feedback.

**LEAD 564 | SUPPORTING TEACHERS FOR INSTRUCTIONAL IMPROVEMENT****Units: 2**

This course supports the development of leadership knowledge and skills for creating and supporting strategic goals for the improvement of teaching and learning. This job-embedded course focuses on the site-based leadership role and experiences, integrating instructional and leadership theories with educational practice.

**LEAD 565 | 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 | COACHING AND MENTORING****Units: 3 Repeatability: No**

Prerequisites: LEAD 533

This course provides the opportunity for students to acquire a clear understanding of coaching and mentoring as leadership tools. Students will learn coaching skills, become familiar with coaching models, be exposed to a variety of assessment techniques and reflect on ethical and other professional issues in the world of coaching and mentoring. They will also analyze coaching processes and learn fundamental concepts surrounding feedback, delegation and performance improvement.

**LEAD 567 | WRITING FOR PUBLICATION****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)**

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 570 | HUMAN SERVICES ADMINISTRATION****Units: 3**

Topics include employee selection, procedures and policies, salary and fringe benefit management, staff appraisal, tenure practices and non-renewal and dismissal procedures.

**LEAD 571 | HISTORY AND PHILOSOPHY OF HIGHER EDUCATION****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)**

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 583 | SPECIAL TOPICS I****Units: 1**

This series of seminars address the critical operational issues of school leadership, providing candidates with the opportunity to develop their understanding of such areas as school counseling, teacher evaluations, conflict management, school site-based budgeting and personnel policies and procedures.

**LEAD 584 | SPECIAL TOPICS II****Units: 2**

This series of seminars address the critical operational issues of school leadership, providing candidates with the opportunity to develop their understanding of such areas as school counseling, teacher evaluations, conflict management, school site-based budgeting, personnel policies and procedures, creating parent partnerships and organizing the school to ensure parent/community support.

**LEAD 585 | LEADERSHIP FOR CHANGE****Units: 3**

This course provides participants with opportunities to: examine theories of leadership and authority; to study and analyze the dynamic forces (both conscious and unconscious) that influence the life of groups and organizations; and to identify and evaluate their own assumptions and behaviors related to the exercise of leadership and authority.

**LEAD 586 | LEADING DIALOGUE****Units: 3**

The purpose of this course, is to provide graduate students with an opportunity to receive three graduate credits in the Leadership Studies program for participating in an experiential training event related to their growth as a scholar and/or professional. This workshop is conducted through the SOLES affiliation with Public Conversations West, the San Diego based arm of an international organization devoted to promoting public dialogue on contentious and complex issues. This course blends practice and theory, inviting students to learn through active engagement with dialogue methodologies while gaining grounding in various conceptual frameworks on dialogue.

**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 588 | DIVERSITY AND THE PREPARATION OF SCHOOL LEADERS****Units: 2**

This course examines the concept of diversity from multiple perspectives, investigating the impact of issues of power and privilege in relation to candidates' work as instructional leaders and developing candidates' knowledge, skills and self-reflective practice.

**LEAD 589 | CAPSTONE SEMINAR****Units: 1-2 Repeatability: Yes (Can be repeated for Credit)**

The Capstone Seminar is designed to provide Master's in Leadership Studies students with an opportunity to integrate their learning in the program through an e-portfolio and/or action research 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 in the prerequisite research courses. 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 public presentation of capstone projects. Throughout the course students will continuously examine the group process to better understand and apply leadership concepts to practice. Prerequisites: LEAD 549.

**LEAD 590 | CURRICULUM DEVELOPMENT: ACCESS, ASSESSMENT AND SCHOOL IMPROVEMENT I****Units: 3**

This course is intended to provide students with both the practical and theoretical understanding of basic principles and issues in curriculum theory, content, planning, and the role of technology in accomplishing those tasks. Candidates must be confident in their ability to examine, explore, analyze, common core standards and results of student level data to guide decision making and reform efforts in the school building. This ability is guided by their knowledge and understanding of student assessment and data management.

**LEAD 591 | CURRICULUM DEVELOPMENT: ACCESS, ASSESSMENT AND SCHOOL IMPROVEMENT II****Units: 2**

This course will increase candidates' ability to strategically implement appropriate and effective school improvement theories and strategies. Candidates will use school data to identify what is working, diagnosing needs, and identifying opportunities for growth and change. Candidates will develop capacity to communicate and lead others in continuous improvement and monitoring of these efforts based on student and school outcomes.

**LEAD 593P | PRACTICUM IN LEADERSHIP COACHING****Units: 1 Repeatability: No**

Prerequisites: LEAD 533 and LEAD 566

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 coaches integrate their learning throughout the program and apply it to their evolving coaching practice. To enroll Foundations in Leadership Coaching and/or Coaching and Mentoring courses or relevant other experience and permission of the instructor.

**LEAD 594 | STUDENT AFFAIRS GRADUATE ASSISTANT SEMINAR****Units: 1.5 Repeatability: Yes (Can be repeated for Credit)**

In this course students work together with faculty and student affairs practitioners to integrate the theory and knowledge base of the program course work with the experiential learning of the student's internship in Student Affairs. This course supports the student's individual development plan by asking them to analyze current events and issues in their work place and connect them to the broader higher education community. An emphasis on topics and skills related to professional culture, action inquiry, organizational dynamics, developmental theory and diversity and inclusion will be made throughout the course. The application of student learning will be demonstrated through students' ongoing individual electronic-portfolio development.

**LEAD 595 | THESIS SUPERVISION****Units: 1-3**

Students engaged in the research and writing of a thesis may register for 1-3 units of this course per semester during that process. Students should enroll with their thesis advisor only. This course can be counted towards electives in the area of specialization requirement and is a Pass/Fail course.

**LEAD 597P | PRACTICUM IN SCHOOL ADMINISTRATION I****Units: 2 Repeatability: Yes (Can be repeated for Credit)**

This intensive field-based residency experience integrates the theory and knowledge of the program coursework with the experiential learning through practice. The practicum supports the development of candidates' knowledge, skills and dispositions through practical experience with instructional leadership, operational management and work with community stakeholders. Candidates meet routinely in triads with their supervising principal and university supervisor to discuss the candidate's progress toward achieving leadership standards. Placements will be selected to ensure a learning environment that supports candidate learning in the critical areas of site leadership.

**LEAD 598 | LEADERSHIP INTERNSHIP****Units: 3,6 Repeatability: Yes (Can be repeated for Credit)**

Field placement for M.A. in Leadership Studies students in a new organizational role not previously mastered, under the guidance of an effective educational leader and supervised by a USD faculty member.

**LEAD 598P | PRACTICUM IN SCHOOL ADMINISTRATION II****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

This intensive field-based residency experience integrates the theory and knowledge of the program coursework with the experiential learning through practice. The practicum supports the development of candidates' knowledge, skills and dispositions through practical experience with instructional leadership, operational management and work with community stakeholders. Placements will be selected to ensure a learning environment that supports candidate learning in the critical areas of site leadership. When candidates have completed the second practicum and completed the coursework they will present their culminating portfolio and educational platform to a group of critical friends.

**LEAD 599 | INDEPENDENT STUDY****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 Associate Dean 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**

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

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

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 is 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 prerequisites 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 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**

This course serves as a foundation course for the Teaching, Learning and Leadership specialization. It takes as its point of departure the idea that educational outcomes are socially constructed. Using a sociological lens, structural, cultural and agentic explanations for the racialized, class-based and gendered school experiences of US 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 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 | ORGANIZATIONAL THEORY AND CHANGE****Units: 3**

A critical review of classical and contemporary organizational theories and an examination of several models of organizational change. Strategies for facilitating change are also examined.

**LEAD 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****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 INTERNSHIP****Units: 3,6 Repeatability: Yes (Can be repeated for Credit)**

Field placement for doctoral students in a new organizational role not previously mastered, under the guidance of an effective educational leader and supervised by a USD faculty member.

**LEAD 699 | INDEPENDENT STUDY****Units: 1-6**

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, Department Chair and the Associate Dean prior to registering for the course.

## Department of Learning and Teaching

### Chair

Maya Kalyanpur, PhD

### Faculty

Viviana Alexandrowicz, PhD

Donna Barnes, PhD

Sandy Buczynski, PhD

James Fabionar, PhD

C Bobbi Hansen, EdD

Nancy Hanssen, MEd

Lea Hubbard, PhD

Rebekka Jez, EdD

Heather Lattimer, EdD

Sarina Molina, EdD

Reyes Quezada, EdD

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, an undergraduate minor, a Combined BA/MEd Teacher Education Program (CTEP) offered in conjunction with the College of Arts and Sciences, and a joint PhD specialization in Teaching, Learning and Leadership with the Department of Leadership Studies. The Preliminary Multiple, Single and Education Specialist Credentials have been approved by the California Commission on Teacher Credentialing.

## 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	Hours
<b>Required (9 units)</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 (3 units)</b>		
EDUC 568	Character and Athletics	3
EDUC 581C	Multicultural and Philosophical Foundations of Education in a Global Society	3

## Teaching English to Speakers of Other Languages (TESOL) Certificate

### 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.

## Program of Study

Code	Title	Hours
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

## Credential Programs

The Department of Learning and Teaching offers several credential programs to prepare teacher candidates for the 12th grade level and below: the Multiple Subject credential, the Single Subject credential and the Education Specialist credential. The Multiple Subject credential is appropriate for self-contained classrooms typically found in elementary schools. The Single Subject credential is for subject-matter teachers typically assigned to middle school and high school positions. The Education Specialist credentials in Mild/Moderate appropriate for special education settings in grades K-12 and adults to 22.

### Additional Requirements for Admission Credential Programs in the Department of Learning and Teaching

See here (p. 25) for basic admission requirements.

Entrance Semesters	Summer, Fall or Spring
Application Deadlines	Visit <a href="https://www.sandiego.edu/soles/admission-and-aid/deadlines.php">https://www.sandiego.edu/soles/admission-and-aid/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

## Multiple Subject Credential

The Multiple Subject program is designed for those interested in teaching in elementary grades. Completion of an approved California state Liberal Studies undergraduate program is helpful preparation for the Multiple Subject credential, but is not required. To demonstrate subject matter competence, all candidates for the Multiple Subject credential are required to pass the California Subject Examination for Teachers (CSET: Multiple Subjects) prior to student teaching. Some applicants may be required to submit a passing score on this test prior to being admitted to the credential program. All candidates for the credential must submit either a passing score on the California Basic Educational Skills Test (CBEST) or CSET: Writing Skills Assessment prior to admittance to the program, or evidence of having registered for taking the basic skills exam at its next offering.

## Requirements for the Multiple Subject Credential

### I. Courses (36 units)

#### Required Courses

EDUC 540	Introduction to the Nature of Language and Linguistic	3
EDSP 589P	Healthy Environments and Inclusive Education in a Global Society	3
EDUC 581C	Multicultural and Philosophical Foundations of Education in a Global Society	3
EDUC 582	Psychological Foundations of Education in a Diverse Society	3
EDUC 583P	Methods of Teaching Reading & Language Arts in Elementary	3
EDUC 584C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts	3
EDUC 585P	Elementary Curriculum Methods for Global Classrooms	6
EDUC 590S	Student Teaching for Multiple Subject Credential Seminar <sup>1</sup>	1-3
EDUC 590P	Student Teaching for Multiple Subject Credential Practicum <sup>1</sup>	1-9

<sup>1</sup> EDUC 590S must be taken concurrently with EDUC 590P.

### Additional Requirements

Passing score on the following exams: CBEST or CSET: Writing Skills Assessment, CSET: Multiple Subjects, RICA. The CBEST or CSET: Writing Skills Assessment and CSET exams must be passed prior to student teaching;

- U.S. Constitution requirement;
- Fitness to Teach: Admission to the credential program does not guarantee the opportunity to student teach. Placement is based upon assessment of candidates' knowledge, skills and dispositions in coursework and fieldwork. In addition, all candidates must be cleared through the CTC certificate of clearance; and,
- Grades of B- or better are required in all credential courses, including student teaching; and,
- CPR certification infant, child and adult.

## Single Subject Credential

The Single Subject credential is designed to prepare candidates to teach subjects in a departmentalized situation typically found in middle and high schools. To demonstrate subject matter competency, candidates must meet the academic requirements of a USD-approved subject matter program, or pass the appropriate CSET examination in the subject field in which they wish to teach. The CSET exam must be passed prior to student teaching. Some applicants may be required to submit scores on the CSET exam prior to being admitted into the credential program. USD currently has one CCTC approved subject matter program in the area of Mathematics.

### Requirements for the Single Subject Credential

#### I. Courses (33 units)

#### Required Courses

EDUC 540	Introduction to the Nature of Language and Linguistic	3
EDSP 589P	Healthy Environments and Inclusive Education in a Global Society	3
EDUC 532P	Curriculum and Methods of Teaching in Today's Global Secondary Classrooms	3



EDUC 534P	Methods of Teaching Literacy in Secondary Schools in a Global Society	3
EDUC 581C	Multicultural and Philosophical Foundations of Education in a Global Society	3
EDUC 582	Psychological Foundations of Education in a Diverse Society	3
EDUC 584C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts	3
EDUC 591S	Student Teaching for Single Subject Credential Seminar <sup>1</sup>	3
EDUC 591P	Student Teaching for Single Subject Credential Practicum <sup>1</sup>	9

<sup>1</sup> EDUC 591S must be taken concurrently with EDUC 591P.

### *Additional Requirements*

Passing score on the following exams: CBEST, CSET or successful completion of a CCTC-approved subject matter program prior to student teaching;

### *United States Constitution requirement;*

Fitness to Teach: Admission to the credential program does not guarantee the opportunity to student teach. Placement is based upon assessment of candidates' knowledge, skills and dispositions in coursework and fieldwork. In addition, all candidates must be cleared through the CTC certificate of clearance;

- Grades of B- or better are required in all credential courses, including student teaching; and,
- CPR certification infant, child and adult

## Master's Degree Programs

Master's degree programs in the Department of Learning and Teaching candidate outcomes are designed in congruence with the School of Leadership and Education Sciences' A.C.E. conceptual framework, in which "A" represents "Academic Excellence, Critical Inquiry and Reflection," "C" stands for "Community and Service," and "E" represents "Ethics, Values and Diversity."

Initial programs are offered concurrently with teaching credential programs and include teaching experience. These include Master of Education in Curriculum and Instruction Master's Credential Cohort, the Master of Special Education Master's Credential Cohort, a Combined BA/MEd Teacher Education Program (CTEP) offered 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 Curriculum Instruction, Science, Technology, Engineering, Arts and Math (STEAM), Literacy and Digital Learning, Inclusive Learning: Special Education and Universal Design, and School Leadership.

### *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), PhD, Liberal Studies Program Director, for additional details as program sequencing will vary.

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.

## 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, 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. 25) 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>
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 California 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

Code	Title	Hours
<b>Core Courses Required</b>		
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

## Specialization Courses

Candidates in the MEd program may choose between five specialization areas – Science, Technology, Engineering, Arts and Mathematics (STEAM), Inclusive Learning: Special Education and Universal Design, Literacy and Digital Learning, School Leadership, and Curriculum and Instruction. Each of these specialization areas requires five specialization courses as listed below. Alternatively, candidates who want to pursue a more individualized program may self-select five courses from across the specialization areas and earn a MEd degree with a specialization in Curriculum and Instruction.

Code	Title	Hours
<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
<b>Inclusive Learning: Special Education and Universal Design</b>		
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
EDUC 5XX	Catholic School Leadership <sup>1</sup>	3

NOTE: Courses required for the MEd Online program may only be completed by students enrolled in the online program.

<sup>1</sup> Courses are currently under development

## 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.

## Master's Credential Cohort (MCC) Program

### Combined MEd and Multiple, Single Subject or Preliminary Education Specialist Teaching Credential

The Master's Credential Cohort Program is designed to prepare effective elementary, middle and high school educators. The program emphasizes the connection between theory and practice, weaving together university-based coursework and thoughtfully designed field experiences. Candidates in the program develop the knowledge, skills and strategies needed to flourish in their own classrooms, as well as the critical habits of mind and reflective practice that will allow them to grow as educators throughout their careers. Faculty and students in the program are committed to teaching for social justice and promoting educational excellence and equity in all school settings. At the conclusion of the program, successful candidates will have earned a Master's of Education in Curriculum and Instruction and either a Multiple or Single Subject Teaching Credential or a Master's in Special Education with a Preliminary Education Specialist Teaching Credential. Please see here (p. 149) for program requirements for the MCC: Special Education Program.

### Additional Requirements for Admission Master's Credential Cohort Program

See here (p. 25) for basic admission requirements.  
See here (p. 135) for credential requirements.

Entrance semesters                      Applicants to the one-year program may start in Summer only.

	Applicants to the two-year program may start in Fall only.
Application Deadlines	Visit <a href="https://www.sandiego.edu/soles/admission-and-aid/deadlines.php">https://www.sandiego.edu/soles/admission-and-aid/deadlines.php</a>
Minimum Grade Point Average	2.75 (4.0 scale) in all undergraduate coursework
Standardized Admission Test	CBEST (California Basic Educational Skills Test)
	CSET (California Subject Examination for Teachers)
	Passing score on both the CBEST and CSET exams required prior to student teaching
Additional Requirements	Resume
	Statement of Purpose
	Two letters of recommendation
	Interview for applicants who meet the preliminary selection criteria may be required

## Program of Study - One Year - Summer Start (45-48 units)

### First Year

Semester I		Hours
Summer		
EDUC 540	Introduction to the Nature of Language and Linguistic	3
EDUC 581C	Multicultural and Philosophical Foundations of Education in a Global Society	3
EDUC 582	Psychological Foundations of Education in a Diverse Society	3

### Semester II

Fall		
EDUC 532P or 585P	Curriculum and Methods of Teaching in Today's Global Secondary Classrooms Elementary Curriculum Methods for Global Classrooms	3
EDUC 534P or 583P	Methods of Teaching Literacy in Secondary Schools in a Global Society Methods of Teaching Reading & Language Arts in Elementary	3
EDUC 551P	MCC Extended Practicum	2
EDUC 567S	MCC Teaching Seminar I	3
EDUC 584C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts	3

### Semester III

Intersession		
EDSP 589P	Healthy Environments and Inclusive Education in a Global Society	3

### Semester IV

Spring		
EDUC 552P	MA Credential Cohort Teaching II	6
EDUC 557	Action Research for MCC Candidates I	3
EDUC 535 or 578	Curriculum Design and Evaluation Learning and Technology	3

### Second Year

#### Semester V

Summer II		
EDUC 510	Cognition and Learning	3
EDUC 558	Action Research for MCC Candidates II	1
EDUC 5XX		

Choose 3 units of electives with Advisor Approval.

## Program of Study - Two Year - Fall Start (45-48 units)

### First Year

Semester I		Hours
EDUC 540	Introduction to the Nature of Language and Linguistic	3

EDUC 532P or 585P <sup>1</sup>	Curriculum and Methods of Teaching in Today's Global Secondary Classrooms Elementary Curriculum Methods for Global Classrooms	3
EDUC 581C	Multicultural and Philosophical Foundations of Education in a Global Society	3
EDUC 582	Psychological Foundations of Education in a Diverse Society	3
<b>Semester II</b>		
EDUC 534P or 583P <sup>1</sup>	Methods of Teaching Literacy in Secondary Schools in a Global Society Methods of Teaching Reading & Language Arts in Elementary	3
EDUC 551P	MCC Extended Practicum	2
EDUC 567S	MCC Teaching Seminar I	3
EDUC 584C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts	3
EDSP 589P	Healthy Environments and Inclusive Education in a Global Society	3

**Second Year****Semester II**

EDUC 510 or 512	Cognition and Learning The Struggle for Educational Equity	3
EDUC 535 or 578	Curriculum Design and Evaluation Learning and Technology	3
EDUC 558	Action Research for MCC Candidates II	1
EDUC 5xx		3
Choose three units of Electives with Advisor Approval		

<sup>1</sup> Course for Multiple Subject Candidates

## Program of Study - 18 Month - Spring Start (45-48 units)

**First Year****Semester I**

EDUC 534P or 585P <sup>1</sup>	Methods of Teaching Literacy in Secondary Schools in a Global Society Elementary Curriculum Methods for Global Classrooms	3
EDUC 584C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts	3
EDSP 589P	Healthy Environments and Inclusive Education in a Global Society	3

**Semester II**

EDUC 540	Introduction to the Nature of Language and Linguistic	3
EDUC 581C	Multicultural and Philosophical Foundations of Education in a Global Society	3
EDUC 582	Psychological Foundations of Education in a Diverse Society	3

**Second Year****Semester III**

Fall		
EDUC 532P or 583P <sup>1</sup>	Curriculum and Methods of Teaching in Today's Global Secondary Classrooms Methods of Teaching Reading & Language Arts in Elementary	3
EDUC 551P	MCC Extended Practicum	2
EDUC 567S	MCC Teaching Seminar I	3

**Semester IV**

Spring II		
EDUC 552P	MA Credential Cohort Teaching II	6
EDUC 557	Action Research for MCC Candidates I	3
EDUC 535 or 578	Curriculum Design and Evaluation Learning and Technology	3

**Semester V**

Summer II		
EDUC 510 or 511	Cognition and Learning Educational Reform	3
EDUC 558	Action Research for MCC Candidates II	1
EDUC 5xx		3
Courses for Multiple Subject Candidates		

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.

## Multiple Subject Credential

*If you are a member of the Master's Credential Cohort Program (MCC), please know these credential requirements are in addition to the master's degree requirements found here* (p. 138).

**Hours**

The Multiple Subject program is designed for those interested in teaching in elementary grades. Completion of an approved California state Liberal Studies undergraduate program is helpful preparation for the Multiple Subject credential, but is not required. To demonstrate subject matter competence, all candidates for the Multiple Subject credential are required to pass the California Subject Examination for Teachers (CSET: Multiple Subjects) prior to student teaching. Some applicants may be required to submit a passing score on this test prior to being admitted to the credential program. All candidates for the credential must submit either a passing score on the California Basic Educational Skills Test (CBEST) or CSET: Writing Skills Assessment prior to admittance to the program, or evidence of having registered for taking the basic skills exam at its next offering.

### Requirements for the Multiple Subject Credential

I. Courses (36 units)

**Required Courses**

EDUC 540	Introduction to the Nature of Language and Linguistic	3
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EDSP 589P	Healthy Environments and Inclusive Education in a Global Society	3	EDUC 534P	Methods of Teaching Literacy in Secondary Schools in a Global Society	3
EDUC 581C	Multicultural and Philosophical Foundations of Education in a Global Society	3	EDUC 581C	Multicultural and Philosophical Foundations of Education in a Global Society	3
EDUC 582	Psychological Foundations of Education in a Diverse Society	3	EDUC 582	Psychological Foundations of Education in a Diverse Society	3
EDUC 583P	Methods of Teaching Reading & Language Arts in Elementary	3	EDUC 584C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts	3
EDUC 584C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts	3	EDUC 591S	Student Teaching for Single Subject Credential Seminar <sup>1</sup>	3
EDUC 585P	Elementary Curriculum Methods for Global Classrooms	6	EDUC 591P	Student Teaching for Single Subject Credential Practicum <sup>1</sup>	9
EDUC 590S	Student Teaching for Multiple Subject Credential Seminar <sup>1</sup>	1-3			
EDUC 590P	Student Teaching for Multiple Subject Credential Practicum <sup>1</sup>	1-9			

<sup>1</sup> EDUC 590S must be taken concurrently with EDUC 590P.

### Additional Requirements

Passing score on the following exams: CBEST or CSET: Writing Skills Assessment, CSET: Multiple Subjects, RICA. The CBEST or CSET: Writing Skills Assessment and CSET exams must be passed prior to student teaching;

- U.S. Constitution requirement;
- Fitness to Teach: Admission to the credential program does not guarantee the opportunity to student teach. Placement is based upon assessment of candidates' knowledge, skills and dispositions in coursework and fieldwork. In addition, all candidates must be cleared through the CTC certificate of clearance; and,
- Grades of B- or better are required in all credential courses, including student teaching; and,
- CPR certification infant, child and adult.

## Single Subject Credential

*If you are a member of the Master's Credential Cohort Program (MCC), please know these credential requirements are in addition to the master's degree requirements found here* (p. 138).

The Single Subject credential is designed to prepare candidates to teach subjects in a departmentalized situation typically found in middle and high schools. To demonstrate subject matter competency, candidates must meet the academic requirements of a USD-approved subject matter program, or pass the appropriate CSET examination in the subject field in which they wish to teach. The CSET exam must be passed prior to student teaching. Some applicants may be required to submit scores on the CSET exam prior to being admitted into the credential program. USD currently has one CCTC approved subject matter program in the area of Mathematics.

### Requirements for the Single Subject Credential

I. Courses (33 units)

#### Required Courses

EDUC 540	Introduction to the Nature of Language and Linguistic	3
EDSP 589P	Healthy Environments and Inclusive Education in a Global Society	3
EDUC 532P	Curriculum and Methods of Teaching in Today's Global Secondary Classrooms	3

EDUC 534P	Methods of Teaching Literacy in Secondary Schools in a Global Society	3
EDUC 581C	Multicultural and Philosophical Foundations of Education in a Global Society	3
EDUC 582	Psychological Foundations of Education in a Diverse Society	3
EDUC 584C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts	3
EDUC 591S	Student Teaching for Single Subject Credential Seminar <sup>1</sup>	3
EDUC 591P	Student Teaching for Single Subject Credential Practicum <sup>1</sup>	9

<sup>1</sup> EDUC 591S must be taken concurrently with EDUC 591P.

### Additional Requirements

Passing score on the following exams: CBEST, CSET or successful completion of a CCTC-approved subject matter program prior to student teaching;

### United States Constitution requirement;

Fitness to Teach: Admission to the credential program does not guarantee the opportunity to student teach. Placement is based upon assessment of candidates' knowledge, skills and dispositions in coursework and fieldwork. In addition, all candidates must be cleared through the CTC certificate of clearance;

- Grades of B- or better are required in all credential courses, including student teaching; and,
- CPR certification infant, child and adult

## Academy for Catholic Teaching (ACT)

Academy for Catholic Teaching is a University of San Diego and San Diego Diocesan Collaborative.

ACT is an innovative three-year collaborative that creates pathways for outstanding individuals to teach in San Diego's K-12 Catholic schools, while earning a Master of Education and California Teaching Credential. If you are creative, enthusiastic, energetic and passionate about Catholic education and have a strong commitment to faith, service and community, this program is designed specifically for you.

ACT is designed to provide elementary, middle and high school teacher candidates with rigorous coursework, internships and field experiences leading to a MEd in Curriculum and Instruction and a preliminary Multiple, Single Subject or Education Specialist teaching credential. The program emphasizes the connection between theory and practice, weaving together university-based coursework and thoughtfully designed internship and field experiences.

#### ACT is centered on the following three essential pillars:

**Service through Teaching:** Participants will commit to teaching three years in a Catholic K-12 school in the Diocese of San Diego.

**Living in Community:** Participants create community in the classroom and have the opportunity to live in community with their teaching peers. ACT seeks individuals who desire a strong community experience and professional growth in partnership with peers.

**Spirituality:** Participants are expected to proactively attend to their spiritual lives through both formal and informal practices. Activities to promote spiritual growth

and development will include a retreat, an international experience, and facilitated activities.

### First Year

#### Semester I

EDUC 583P  
or 534P      Methods of Teaching Reading & Language Arts in Elementary  
Methods of Teaching Literacy in Secondary Schools in a Global Society

EDUC 585P  
or 532P      Elementary Curriculum Methods for Global Classrooms  
Curriculum and Methods of Teaching in Today's Global Secondary Classrooms

EDUC 551P      MCC Extended Practicum

#### Semester II

EDUC 581C      Multicultural and Philosophical Foundations of Education in a Global Society

EDUC 584C      Methods of Teaching English Language and Academic Development in Crosscultural Contexts

EDUC 551P      MCC Extended Practicum

### Second Year

#### Semester I

EDUC 540      Introduction to the Nature of Language and Linguistic

EDUC 582      Psychological Foundations of Education in a Diverse Society

EDUC 551P      MCC Extended Practicum

#### Semester II

EDUC 535  
or 578      Curriculum Design and Evaluation  
Learning and Technology

EDSP 589P      Healthy Environments and Inclusive Education in a Global Society

EDUC 551P      MCC Extended Practicum

### Third Year

#### Semester I

EDUC 557      Action Research for MCC Candidates I

EDUC 579      Experimental Topics (Theology and Education)

EDUC 552P      MCC Student Teaching

#### Semester II

EDUC 510, 511,  
or 512      Cognition and Learning  
Educational Reform  
The Struggle for Educational Equity

EDUC 558      Action Research for MCC Candidates II

EDUC 552P      MCC Student Teaching

## Courses

### 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

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.

#### Hours

3

3-6

2

3

3

2

3

3

2

3

3

1

3

3

2

3

1

2

**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**

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  $\zeta$ 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 $\zeta$ . 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 520 | SOCIAL JUSTICE AND EDUCATIONAL EQUITY****Units: 3**

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**

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**

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**

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 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 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 and EDUC 541

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 and EDUC 540 and EDUC 541 and EDUC 543C  
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**

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.

**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**

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 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: 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.

**EDUC 579I | EXPERIMENTAL TOPICS: INTERNATIONAL EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

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**

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/currstudents/policies.php](http://www.sandiego.edu/academics/soles/currstudents/policies.php) for the complete list of requirements. Students must register for EDUC 591S–Student Teaching Seminar for Single Subject Credential concurrent with this course.

**EDUC 591S | STUDENT TEACHING 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.

## 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.

- serve as change agents and teacher-scholars at local, national and/or international levels.

### *Additional Requirements for Admission MEd in TESOL, Literacy and Culture*

See here (p. 25) for basic admission requirements.

Entrance Semesters	Fall
Application Deadlines	Visit <a href="https://www.sandiego.edu/soles/admission-and-aid/deadlines.php">https://www.sandiego.edu/soles/admission-and-aid/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

### *Program of Study (30 units)*

#### **Semester I**

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

#### **Semester II**

EDUC 510 or EDUC 513	Cognition and Learning Human Development	3
EDUC 543C	Methods of Teaching English to Speakers of Other Languages <sup>1</sup>	6

#### **Semester III <sup>2</sup>**

EDUC 500	Research Design Methodology	3
EDUC 548	Special Topics in ESL	3

#### **Semester IV**

EDUC 549P	Practicum in TESOL	3
EDUC 580 or EDUC 595	Master's Capstone Seminar Thesis	3

<sup>1</sup> Courses required to earn a TESOL certificate.

<sup>2</sup> International Students must enroll in 9 semester units; 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.

## **Master's Credential Cohort: Special Education Master's Degree Program and Credential**

The Special Education program offers a master's degree and the preliminary education specialist credential program with mild/moderate authorization.

The program prepares candidates to work with students with disabilities from kindergarten through 22 years of age. The combination of theory and practical experience provides graduates with a solid understanding, knowledge and skill set to function as highly effective special educators. The credential and degree programs are nationally recognized by the Council for Exceptional Children. Candidates use an action research inquiry based model to demonstrate their credential and master's degree competency through the use of a performance-based folio. At the conclusion of the program, successful candidates will have earned a Master's in Special Education with a Preliminary Education Specialist Teaching Credential with mild to moderate disabilities.

### *Additional Requirements for Admission Master's Credential Cohort: Special Education Master's Degree Program and Credential*

See here (p. 25) for basic admission requirements.

See here (p. 135) for credential requirements.

Entrance semesters	Fall
Application Deadlines	Visit <a href="https://www.sandiego.edu/soles/admission-and-aid/deadlines.php">https://www.sandiego.edu/soles/admission-and-aid/deadlines.php</a>
Minimum Grade Point Average	2.75 (4.0 scale) in all undergraduate coursework
Standardized Admission Test	CBEST (California Basic Educational Skills Test) CSET (California Subject Examination for Teachers) Passing score on both the CBEST and CSET exams 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

Master's Credential Cohort: MEd in Special Education and Preliminary Education Specialist Teaching Credential with Mild to Moderate Authorization

#### **First Year**

<b>Semester I</b>		<b>Hours</b>
EDUC 540	Introduction to the Nature of Language and Linguistic	3
EDUC 575P	Inclusive Curricula for Learners 5-22	3
EDUC 583P	Methods of Teaching Reading & Language Arts in Elementary	3
EDUC 584C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts	3

**Semester II**

EDSP 570P	Assessment Identification to Transition Special Education	3
EDSP 575P	Evidence Based Inclusive Practices Mild/Moderate 5-22	3
EDSP 589P	Healthy Environments and Inclusive Education in a Global Society	3
EDSP 591P	MCC SPED Extended Practicum	1

**Second Year****Semester I**

EDUC 557	Action Research for MCC Candidates I	3
EDSP 571P	Positive Behavior and Instruction Management in SPED	3
EDSP 590P <sup>1</sup>	Student Teaching Mild to Moderate Disabilities	1-7
EDSP 590S <sup>1</sup>	Student Teaching Mild to Moderate Disabilities Seminar	1

**Semester II**

EDUC 558	Action Research for MCC Candidates II	1
EDSP 573P	Collaboration with Families and Professionals	3
EDSP 593S	Practicum Seminar for Individual Induction Plan IIP	2
EDUC 5XX Elective: Choose three units of Electives with Advisor Approval		3

It is possible to obtain the preliminary Multiple Subject Credential in conjunction with the MEd Special Education Specialist Teaching Credential program described above with four additional courses to be completed during Summer 1 of the program and a 5th semester (additional fall semester).

**Curriculum Additions for Multiple Subject Credential****First Year**

EDUC 581C	Multicultural and Philosophical Foundations of Education in a Global Society	3
EDUC 582	Psychological Foundations of Education in a Diverse Society	3

**Second Year**

EDUC 590P <sup>2</sup>	Student Teaching for Multiple Subject Credential Practicum	1-9
EDUC 590S <sup>2</sup>	Student Teaching for Multiple Subject Credential Seminar	1-3

<sup>1</sup> EDSP 590P must be taken concurrently with EDSP 590S

<sup>2</sup> EDUC 590P must be taken concurrently with EDUC 590S

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.

**Special Education Credential****I. Preliminary Education Specialist Credential**

The Preliminary Education Specialist program is designed for those interested in teaching students with special needs in schools or agencies servicing K-12 students or adults to 22. Completion of an approved California state Liberal Studies undergraduate program is helpful preparation for the Preliminary Education Specialist credential, but is not required. To demonstrate subject matter competence, all candidates for the Preliminary Education Specialist credential are required to pass the California Subject Examination for Teachers (CSET: Multiple Subjects) prior to student teaching. Some applicants may be required to submit a passing score on this test prior to being admitted to the credential program. All candidates for the credential must submit either a passing score on the California Basic Educational Skills Test (CBEST) or CSET: Writing Skills Assessment prior to admittance to the program, or evidence of having registered for taking the basic skills exam at its next offering.

**Other Requirements**

Preliminary Education Specialist Credential with Mild/Moderate Disabilities Authorization requires the following prior to enrollment in Student Teaching:

1. Passing score on the CSET: Multiple Subjects examination, or the CSET Single Subject Content Matter examination prescribed by California law, or CCTC-approved subject matter competency program. Candidates passing the CSET Multiple Subject subtests may pass the CSET: Writing Skills Assessment in lieu of the CBEST
2. Passing score on the RICA Reading Instruction Competence Assessment <http://www.rica.nesinc.com/>
3. Passing score on the U.S. Constitution Exam or HIST 117 American Civilization or POLS 120 American Politics or equivalent that specifically covers the U.S. Constitution (course must include US history between 1776 and 1800)
4. CPR Certificate (infant, child and adult) that is currently valid when applying for Preliminary Teaching Credential
5. Completion of all special education performance evidence documents listed in Special Education Program Candidate
6. Grades of B- or better are required in all credential courses, including student teaching

**Foundation Block Coursework**

EDUC 540	Introduction to the Nature of Language and Linguistic	3
EDSP 589P	Healthy Environments and Inclusive Education in a Global Society	3
EDSP 573P	Collaboration with Families and Professionals	3

**Graduate Methods Coursework**

EDSP 570P	Assessment Identification to Transition Special Education	3
EDSP 571P	Positive Behavior and Instruction Management in SPED	3
EDSP 575P	Evidence Based Inclusive Practices Mild/Moderate 5-22	3

**Required General Education Methods Block Subject Matter****Competency Coursework**

EDUC 575P	Inclusive Curricula for Learners 5-22	3
EDUC 583P	Methods of Teaching Reading & Language Arts in Elementary	3
EDUC 584C	Methods of Teaching English Language and Academic Development in Crosscultural Contexts	3

**Field-Based Coursework**

EDSP 590P	Student Teaching Mild to Moderate Disabilities	1-7
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## EDUC/EDSP 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**

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 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**

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.

**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**

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**

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 520 | SOCIAL JUSTICE AND EDUCATIONAL EQUITY****Units: 3**

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**

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**

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**

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 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 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 and EDUC 541

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 and EDUC 540 and EDUC 541 and EDUC 543C  
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**

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.

**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**

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 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: 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.

**EDUC 579I | EXPERIMENTAL TOPICS: INTERNATIONAL EXPERIENCE****Units: 1-3 Repeatability: Yes (Can be repeated for Credit)**

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

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**

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/currstudents/policies.php](http://www.sandiego.edu/academics/soles/currstudents/policies.php) for the complete list of requirements. Students must register for EDUC 591S–Student Teaching Seminar for Single Subject Credential concurrent with this course.

**EDUC 591S | STUDENT TEACHING 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.

# Counseling & Marital and Family Therapy

*Chair*

Ann F. Garland, PhD

*Faculty*

Wendell Callahan, PhD

Erika Nash Cameron, PhD

Todd Edwards, PhD

Ana Estrada, PhD

Nedeljko Golubovic, PhD

Kristopher Hall, PhD

Nicholas Ladany, PhD

Florencia Lebensohn-Chialvo, PhD

Ian Martin, EdD

Jo Ellen Patterson, PhD

Lonnie Rowell, PhD

Lee Williams, PhD

Susan Zgliczynski, 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 Counseling Program's specific learning outcomes are aligned with the School of Leadership and Education Sciences' overarching ACE themes of (A) academic excellence, (C) critical reflection and inquiry, identification with a community of practice and a (E) commitment to service, ethical practice and knowledge and skills in serving diverse populations.

The 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 Licensed Professional Clinical Counselor Interns (LPCC Interns as defined by the California Board of Behavioral Sciences). In California, LPCC Interns 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 63 unit program where students earn the PPS credential and take an additional year of coursework in clinical mental health counseling to be eligible for licensure as a Licensed Professional Clinical Counselor Intern. Students who opt to pursue the 63-unit PPS credential with LPCC eligibility should have an interest in working with children and adolescents with special emotional and behavioral needs in school settings.

### *Additional Requirements for Admission*

## *Master of Arts in Counseling, School Counseling Specialization with PPS Credential*

## *Master of Arts in Counseling, School Counseling Specialization with PPS Credential and LPCC eligibility*

## *Master of Arts in Counseling, Clinical Mental Health Counseling Specialization*

See here (p. 25) for basic admission requirements.

Entrance Semesters	Fall
Application Deadlines	Visit <a href="https://www.sandiego.edu/soles/admission-and-aid/deadlines.php">https://www.sandiego.edu/soles/admission-and-aid/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 are recommended to submit Graduate Record Examination (GRE) general test scores to strengthen their application.
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.

### *PPS Credential in School Counseling*

The USD Counseling Program is an accredited Pupil Personnel Services (PPS) credential preparation program for the school counseling specialization. Only students completing the Counseling Program's School Counseling Specialization are eligible to apply for the California K-12 PPS–School Counseling credential.

### *Requirements for the Specialization in School Counseling*

Applicants must satisfy all of the following:

1. Prerequisite course: To meet the standards of the Pupil Personnel Services Credential (School Counselor), the program requires that students complete, or have completed as a part of undergraduate education, a course on cognition and learning. At USD, this program requirement is satisfied by completion of EDUC 582 Psychological Foundations of Education in a Diverse Society.
2. Complete post baccalaureate degree study consisting of a minimum of 48 semester units in a Commission-accredited professional preparation program specializing in school counseling, including a practicum.
3. Obtain the recommendation of a California college or university with a Commission-accredited Pupil Personnel Services program, specializing in school counseling.
4. Pass the California Basic Educational Skills Test (CBEST).

### *Courses*

#### **COUN 502 | PROFESSIONAL ORIENTATION, LAW AND ETHICS IN COUNSELING**

##### **Units: 3**

This course is designed to address the development in students of a professional identity as a counselor. Students reflect on the knowledge, dispositions and skills needed to provide effective counseling interventions to diverse client populations. They are introduced to the counseling profession—its purpose, history, ethical codes, professional organizations and certification and licensing practices. 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**

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**

This course is designed to address the development in students of a professional identity as a counselor. Students reflect on the knowledge, dispositions and skills needed to provide effective counseling interventions to diverse client populations. They are introduced to the counseling profession—its purpose, history, ethical codes, professional organizations and certification and licensing practices. This course will also prepare school counselors to think in an ethical and moral manner in all of their professional activities. The course also will examine the interplay between legal and ethical issues within mental health counseling and counseling psychology. Students will learn the major ethical guidelines of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). In addition, students will have a wide array of opportunities to apply these principles to various situations.

**COUN 508 | RESEARCH METHODS IN COUNSELING****Units: 3**

Students study quantitative and qualitative research designs, data analysis procedures and evaluation models as they are applied to counseling-related research questions. Findings from counseling literature are reviewed. Use of computer-based analysis programs is introduced.

**COUN 510 | CAREER DEVELOPMENT ACROSS THE LIFESPAN****Units: 3**

Students study career development theories and examine educational, personal, and occupational aspects of career development at all stages of the lifespan. Workplace demographics, employment trends, legal and ethical issues, worker satisfaction factors, and career development services delivery models are presented.

**COUN 515 | MULTICULTURAL COUNSELING****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 518 | ORGANIZATION OF STUDENT SUPPORT SYSTEMS****Units: 3**

Students learn to develop comprehensive plans for guidance and counseling services in K-12 settings and to evaluate service outcomes. Students develop leadership and advocacy skills for promoting quality counseling services designed to meet student needs.

**COUN 520 | COUNSELING 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**

Prerequisites: COUN 520

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**

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 536 | APPLIED THEORIES AND TECHNIQUES FOR COUNSELING IN SCHOOL SETTINGS****Units: 3**

Students will explore and understand a variety of issues germane to K-12 counseling settings. Students will also gain competence in counseling techniques and interventions appropriate to working in these settings. Additionally, students will become familiar with and practice presentation and consultation skills suitable for working with students, parents, teachers and other school staff.

**COUN 537 | SCHOOL COUNSELING CONSULTATION, CRISIS, AND TRAUMA****Units: 3**

Students will gain awareness of the history, stages and purposes of consultation and develop strategies to promote, develop and enhance effective teamwork and partnerships within the school and greater community. Students will also enlarge their knowledge and skill base to effectively work with issues that may affect the development and functioning of students and explore with several specifics models for intervention in depth. In addition, students will learn about the school counselor's role in prevention and intervention strategies in school crisis situations including child abuse and neglect, suicide, substance abuse, school safety and personal loss. This course will also focus on psychological first aide and disaster mental health responses to natural and man-made disasters.

**COUN 540 | CLINICAL INTERVIEWING****Units: 3**

The course helps students acquire knowledge, skills and dispositions associated with the practice of individual counseling in a variety of settings. Students will practice interviewing and counseling skills in class through dyads, triads and small group interactions and will provide and receive feedback on this practice. Students will also receive direct feedback on their skill development from the instructor. The course integrates ethical-legal, cultural and gender issues throughout the semester. The instructor will use role-plays, small groups, session transcripts, videotap critiques, case discussions and lectures throughout the course. The course also addresses many of the required areas for Helping Relationships which are outlined in the 2009 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**COUN 541 | ADVANCED COUNSELING: DIAGNOSIS AND TREATMENT PLANNING****Units: 3**

Prerequisites: COUN 520

Students develop comprehensive case studies of clients using various assessment methods and deliver case presentations. Tests and other diagnostic tools (e.g., DSMIV) are used to formulate individual counseling intervention plans. Professional issues associated with counseling practice and collaboration with community agencies are examined.

**COUN 542 | ADDICTIONS COUNSELING****Units: 3 Repeatability: No**

Prerequisites: COUN 520 and COUN 540

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**

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**

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**

This course gives CMHC students a historical perspective on the use of medication in treating mental disorders within the context of social, cultural, gender, and religious issues. The central focus will be on the major classifications of psychotropic drugs, specifying their psychiatric uses, benefits, side effects, toxicities, combinations, and biochemical actions as they work with culturally diverse clients. This course will also explore how clinical mental health counselors can best work with medical practitioners in providing more comprehensive client care.

**COUN 550 | ADVANCED HUMAN SEXUALITY****Units: 3**

Students are exposed to required CACREP standards and licensure requirements for human sexuality. Cross-cultural and ethical-legal issues are examined as well as other professional practice issues.

**COUN 555 | EVIDENCE BASED COUNSELING THEORY AND TECHNIQUES****Units: 3**

Prerequisites: COUN 520

The course addresses many of the required areas for Helping Relationships addressed in the 2009 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The course helps candidates acquire knowledge, skills and dispositions associated with the evidence based practice and treatment planning. The course integrates empirically supported therapy relationship variables and implementing evidence based knowledge into practice settings. This course uses methods of instruction that include case discussions, lectures, didactic and experiential approaches to teach students the evidence based/empirically supported intervention strategies commonly used in clinical counseling practice. Overall, the course is organized to expose students to the entry-level competencies related to using evidence based counseling approaches.

**COUN 560 | EVIDENCE BASED COUNSELING WITH UNDERSERVED POPULATIONS****Units: 3**

Prerequisites: COUN 520 and COUN 555

This course focuses on the most recent evidence based and culturally competent practices in counseling with diverse and clinically underserved populations. It is designed to inform counselors about the public mental health needs and culturally informed practices including native or indigenous healing practices in some of our most vulnerable populations in the United States and abroad. This course will address the continuum of evidence based interventions from health and wellness to working with chronic mental health issues and psychopathology.

**COUN 562 | POSITIVE PSYCHOLOGY: THEORY AND APPLICATIONS****Units: 3**

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 564 | COUNSELING SKILLS****Units: 3**

Each student will be able to demonstrate basic counseling skills, techniques and professionally ethical and legal behavior. Students develop knowledge of and skills in core counseling techniques including attending, listening, empathy and challenging. Students are introduced to and practice through peer helping, helping skills models appropriate to a variety of counseling settings. Videotaping of individual counseling sessions for purposes of assessment, self-assessment and reflection on counseling skill development is included. Students are able to accurately critique their level of skill development.

**COUN 579 | SOLES EXPERIMENTAL TOPICS COURSE****Units: 1-3 Repeatability: Yes (Repeatable once for Credit)****COUN 587P | CLINICAL MENTAL HEALTH COUNSELING PRACTICUM I****Units: 3**

Practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments and individual and group interventions appropriate to a variety of adult counseling settings. Course includes a minimum of 100 clock hours of practicum experience that includes a combination of peer counseling related to personal/social, academic, and career development issues; community service programs serving adult populations; job shadowing of professional counselors; observing and being a participant-observer of group dynamics in various counseling settings; and attending meetings directly relevant to the functioning of a counseling staff and/or counseling center. At least 40 hours of the practicum experience involved direct client contact. Prerequisites are required (see advisor).

**COUN 588P | PRACTICUM: SCHOOL****Units: 3**

In the school-based counseling practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments, and individual and group interventions appropriate to K-12 counseling settings. Course includes a minimum of 100 clock hours of practicum experience that includes a combination of individual and group counseling related to personal/social, academic, and career development issues; job shadowing with credentialed school counselors; observing and being a participant-observer of group dynamics in various school settings; participating in classroom guidance activities; attending meetings directly relevant to the functioning of a counseling staff and/or counseling center; and planning, implementing, and evaluating systemic interventions related to the organization and administration of comprehensive counseling and guidance programs. At least 40 hours of the practicum experience involves direct client contact.

**COUN 590F | FIELDWORK IN SCHOOL SETTINGS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: COUN 505 and COUN 515 and COUN 518 and COUN 525 and COUN 588P

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 597P | CLINICAL MENTAL HEALTH COUNSELING PRACTICUM II****Units: 3**

Prerequisites: COUN 587P

Students obtain an internship placement in a clinical mental health setting under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements.

**COUN 598P | CLINICAL MENTAL HEALTH COUNSELING PRACTICUM III****Units: 3**

Students obtain an internship placement in a clinical mental health setting under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements.

**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.

## Clinical Mental Health Counseling

We need overview here.

### *The MA Degree requires successful completion of the following:*

1. A course of study based on a core counseling curriculum and specialization courses. (Further information is provided under the Program Specializations sections below.) The Counseling Core is designed to meet the program requirements recommended by the National Board of Certified Counselors (NBCC). Specialization courses (described in sections below) meet the program requirements specified by the Council for the Accreditation of

Counseling and Related Educational Programs (CACREP) for the Clinical Mental Health and School Counseling program areas.

2. Successful completion of the Clinical Instruction Benchmark Assessment (CIBA). A Clinical Instruction Benchmark Assessment (CIBA) is utilized to assess readiness for practicum training and to provide candidates with personal and professional development feedback.
3. Completion of the Internationalization Requirement. All students in the Counseling Program are required to participate in a program-approved internationalization experience outside of the United States. Examples of approved experiences would include study-abroad course or program participation, cross-cultural collaboration on professional or scholarly projects, participation in bi-national or multi-national collaborative research projects, joint student-faculty research abroad and international internships. With few exceptions, the experience must take place during the student's program of study at USD and all international activities should take place prior to the last semester of enrollment in the Counseling Program. This requirement is designed to enhance the student's international and global perspective, particularly as it relates to professional counseling. The experience will increase student's knowledge and skills for working with international students, employees and clients and preparing clients for educational and professional experiences in a global environment.

## Program Specializations and Requirements

Students in 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	Hours
COUN 502	Professional Orientation, Law and Ethics in Counseling	3
COUN 505	Human Development	3
COUN 508	Research Methods in Counseling	3
COUN 510	Career Development Across the Lifespan	3
COUN 515	Multicultural Counseling	3
COUN 520	Counseling Theories and Practice	3
COUN 526	Group Counseling	3
COUN 530	Assessment Techniques in Counseling	3
COUN 540	Clinical Interviewing	3
COUN 541	Advanced Counseling: Diagnosis And Treatment Planning	3
COUN 542	Addictions Counseling	3
COUN 544	Intro Family Counseling	3
COUN 547	Risk Assessment and Trauma Intervention in Clinical Mental Health Counseling	3
COUN 549	Psychopharmacology	3
COUN 550	Advanced Human Sexuality	3
COUN 555	Evidence Based Counseling Theory and Techniques	3
COUN 562	Positive Psychology: Theory and Applications	3
COUN 587P	Clinical Mental Health Counseling Practicum I	3
COUN 597P	Clinical Mental Health Counseling Practicum II	3
COUN 598P	Clinical Mental Health Counseling Practicum III	3
Total Hours		60

## Courses

### **COUN 502 | PROFESSIONAL ORIENTATION, LAW AND ETHICS IN COUNSELING**

#### **Units: 3**

This course is designed to address the development in students of a professional identity as a counselor. Students reflect on the knowledge, dispositions and skills needed to provide effective counseling interventions to diverse client populations. They are introduced to the counseling profession—its purpose, history, ethical codes, professional organizations and certification and licensing practices. 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**

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**

This course is designed to address the development in students of a professional identity as a counselor. Students reflect on the knowledge, dispositions and skills needed to provide effective counseling interventions to diverse client populations. They are introduced to the counseling profession—its purpose, history, ethical codes, professional organizations and certification and licensing practices. This course will also prepare school counselors to think in an ethical and moral manner in all of their professional activities. The course also will examine the interplay between legal and ethical issues within mental health counseling and counseling psychology. Students will learn the major ethical guidelines of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). In addition, students will have a wide array of opportunities to apply these principles to various situations.

### **COUN 508 | RESEARCH METHODS IN COUNSELING**

#### **Units: 3**

Students study quantitative and qualitative research designs, data analysis procedures and evaluation models as they are applied to counseling-related research questions. Findings from counseling literature are reviewed. Use of computer-based analysis programs is introduced.

### **COUN 510 | CAREER DEVELOPMENT ACROSS THE LIFESPAN**

#### **Units: 3**

Students study career development theories and examine educational, personal, and occupational aspects of career development at all stages of the lifespan. Workplace demographics, employment trends, legal and ethical issues, worker satisfaction factors, and career development services delivery models are presented.

### **COUN 515 | MULTICULTURAL COUNSELING**

#### **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 518 | ORGANIZATION OF STUDENT SUPPORT SYSTEMS**

#### **Units: 3**

Students learn to develop comprehensive plans for guidance and counseling services in K-12 settings and to evaluate service outcomes. Students develop leadership and advocacy skills for promoting quality counseling services designed to meet student needs.

### **COUN 520 | COUNSELING 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**

Prerequisites: COUN 520

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**

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 536 | APPLIED THEORIES AND TECHNIQUES FOR COUNSELING IN SCHOOL SETTINGS**

#### **Units: 3**

Students will explore and understand a variety of issues germane to K-12 counseling settings. Students will also gain competence in counseling techniques and interventions appropriate to working in these settings. Additionally, students will become familiar with and practice presentation and consultation skills suitable for working with students, parents, teachers and other school staff.

### **COUN 537 | SCHOOL COUNSELING CONSULTATION, CRISIS, AND TRAUMA**

#### **Units: 3**

Students will gain awareness of the history, stages and purposes of consultation and develop strategies to promote, develop and enhance effective teamwork and partnerships within the school and greater community. Students will also enlarge their knowledge and skill base to effectively work with issues that may affect the development and functioning of students and explore with several specific models for intervention in depth. In addition, students will learn about the school counselor's role in prevention and intervention strategies in school crisis situations including child abuse and neglect, suicide, substance abuse, school safety and personal loss. This course will also focus on psychological first aid and disaster mental health responses to natural and man-made disasters.

**COUN 540 | CLINICAL INTERVIEWING****Units: 3**

The course helps students acquire knowledge, skills and dispositions associated with the practice of individual counseling in a variety of settings. Students will practice interviewing and counseling skills in class through dyads, triads and small group interactions and will provide and receive feedback on this practice. Students will also receive direct feedback on their skill development from the instructor. The course integrates ethical-legal, cultural and gender issues throughout the semester. The instructor will use role-plays, small groups, session transcripts, videotap critiques, case discussions and lectures throughout the course. The course also addresses many of the required areas for Helping Relationships which are outlined in the 2009 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**COUN 541 | ADVANCED COUNSELING: DIAGNOSIS AND TREATMENT PLANNING****Units: 3**

Prerequisites: COUN 520

Students develop comprehensive case studies of clients using various assessment methods and deliver case presentations. Tests and other diagnostic tools (e.g., DSMIV) are used to formulate individual counseling intervention plans. Professional issues associated with counseling practice and collaboration with community agencies are examined.

**COUN 542 | ADDICTIONS COUNSELING****Units: 3 Repeatability: No**

Prerequisites: COUN 520 and COUN 540

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**

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**

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**

This course gives CMHC students a historical perspective on the use of medication in treating mental disorders within the context of social, cultural, gender, and religious issues. The central focus will be on the major classifications of psychotropic drugs, specifying their psychiatric uses, benefits, side effects, toxicities, combinations, and biochemical actions as they work with culturally diverse clients. This course will also explore how clinical mental health counselors can best work with medical practitioners in providing more comprehensive client care.

**COUN 550 | ADVANCED HUMAN SEXUALITY****Units: 3**

Students are exposed to required CACREP standards and licensure requirements for human sexuality. Cross-cultural and ethical-legal issues are examined as well as other professional practice issues.

**COUN 555 | EVIDENCE BASED COUNSELING THEORY AND TECHNIQUES****Units: 3**

Prerequisites: COUN 520

The course addresses many of the required areas for Helping Relationships addressed in the 2009 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The course helps candidates acquire knowledge, skills and dispositions associated with the evidence based practice and treatment planning. The course integrates empirically supported therapy relationship variables and implementing evidence based knowledge into practice settings. This course uses methods of instruction that include case discussions, lectures, didactic and experiential approaches to teach students the evidence based/empirically supported intervention strategies commonly used in clinical counseling practice. Overall, the course is organized to expose students to the entry-level competencies related to using evidence based counseling approaches.

**COUN 560 | EVIDENCE BASED COUNSELING WITH UNDERSERVED POPULATIONS****Units: 3**

Prerequisites: COUN 520 and COUN 555

This course focuses on the most recent evidence based and culturally competent practices in counseling with diverse and clinically underserved populations. It is designed to inform counselors about the public mental health needs and culturally informed practices including native or indigenous healing practices in some of our most vulnerable populations in the United States and abroad. This course will address the continuum of evidence based interventions from health and wellness to working with chronic mental health issues and psychopathology.

**COUN 562 | POSITIVE PSYCHOLOGY: THEORY AND APPLICATIONS****Units: 3**

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 564 | COUNSELING SKILLS****Units: 3**

Each student will be able to demonstrate basic counseling skills, techniques and professionally ethical and legal behavior. Students develop knowledge of and skills in core counseling techniques including attending, listening, empathy and challenging. Students are introduced to and practice through peer helping, helping skills models appropriate to a variety of counseling settings. Videotaping of individual counseling sessions for purposes of assessment, self-assessment and reflection on counseling skill development is included. Students are able to accurately critique their level of skill development.

**COUN 579 | SOLES EXPERIMENTAL TOPICS COURSE****Units: 1-3 Repeatability: Yes (Repeatable once for Credit)**

### **COUN 587P | CLINICAL MENTAL HEALTH COUNSELING PRACTICUM I**

#### **Units: 3**

Practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments and individual and group interventions appropriate to a variety of adult counseling settings. Course includes a minimum of 100 clock hours of practicum experience that includes a combination of peer counseling related to personal/social, academic, and career development issues; community service programs serving adult populations; job shadowing of professional counselors; observing and being a participant-observer of group dynamics in various counseling settings; and attending meetings directly relevant to the functioning of a counseling staff and/or counseling center. At least 40 hours of the practicum experience involved direct client contact. Prerequisites are required (see advisor).

### **COUN 588P | PRACTICUM: SCHOOL**

#### **Units: 3**

In the school-based counseling practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments, and individual and group interventions appropriate to K-12 counseling settings. Course includes a minimum of 100 clock hours of practicum experience that includes a combination of individual and group counseling related to personal/social, academic, and career development issues; job shadowing with credentialed school counselors; observing and being a participant-observer of group dynamics in various school settings; participating in classroom guidance activities; attending meetings directly relevant to the functioning of a counseling staff and/or counseling center; and planning, implementing, and evaluating systemic interventions related to the organization and administration of comprehensive counseling and guidance programs. At least 40 hours of the practicum experience involves direct client contact.

### **COUN 590F | FIELDWORK IN SCHOOL SETTINGS**

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

Prerequisites: COUN 505 and COUN 515 and COUN 518 and COUN 525 and COUN 588P

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 597P | CLINICAL MENTAL HEALTH COUNSELING PRACTICUM II**

#### **Units: 3**

Prerequisites: COUN 587P

Students obtain an internship placement in a clinical mental health setting under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements.

### **COUN 598P | CLINICAL MENTAL HEALTH COUNSELING PRACTICUM III**

#### **Units: 3**

Students obtain an internship placement in a clinical mental health setting under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements.

### **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.

## **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.

### *MA in Counseling with specialization in School Counseling and PPS (48 units) requires successful completion of the following:*

1. A course of study based on a core counseling curriculum and specialization courses. (Further information is provided under the Program Specializations sections below.) The Counseling Core is designed to meet the program requirements recommended by the National Board of Certified Counselors (NBCC). Specialization courses (described in sections below) meet the program requirements specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for the Clinical Mental Health and School Counseling program areas.
2. Successful completion of the Clinical Instruction Benchmark Assessment (CIBA). A Clinical Instruction Benchmark Assessment (CIBA) is utilized to assess readiness for practicum training and to provide candidates with personal and professional development feedback.
3. Completion of the Internationalization Requirement. All students in the Counseling Program are required to participate in a program-approved internationalization experience outside of the United States. Examples of approved experiences would include study-abroad course or program participation, cross-cultural collaboration on professional or scholarly projects, participation in bi-national or multi-national collaborative research projects, joint student-faculty research abroad and international internships. With few exceptions, the experience must take place during the student's program of study at USD and all international activities should take place prior to the last semester of enrollment in the Counseling Program. This requirement is designed to enhance the student's international and global perspective, particularly as it relates to professional counseling. The experience will increase student's knowledge and skills for working with international students, employees and clients and preparing clients for educational and professional experiences in a global environment.

### *Program Specializations and Requirements*

Students in 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 Core Requirements

Code	Title	Hours
COUN 505	Human Development	3
COUN 507	Professional Identity, Law and Ethics in School Counseling	3
COUN 508	Research Methods in Counseling	3
COUN 510	Career Development Across the Lifespan	3
COUN 515	Multicultural Counseling	3
COUN 520	Counseling Theories and Practice	3
COUN 526	Group Counseling	3
COUN 530	Assessment Techniques in Counseling	3
COUN 564	Counseling Skills	3
Total Hours		27

## School Counseling Specialization Courses

Code	Title	Hours
COUN 518	Organization of Student Support Systems	3
COUN 533	Seminar in Field Based Research: Proposal Development	1.5
COUN 534	Seminar in Field Based Research: Analysis and Reporting of Research	1.5
COUN 536	Applied Theories and Techniques for Counseling in School Settings	3
COUN 537	School Counseling Consultation, Crisis, and Trauma	3
COUN 588P	Practicum: School	3
COUN 590F	Fieldwork in School Settings	3
COUN 590F	Fieldwork in School Settings	3
Total Hours		21

### Courses

#### COUN 502 | PROFESSIONAL ORIENTATION, LAW AND ETHICS IN COUNSELING

**Units: 3**

This course is designed to address the development in students of a professional identity as a counselor. Students reflect on the knowledge, dispositions and skills needed to provide effective counseling interventions to diverse client populations. They are introduced to the counseling profession—its purpose, history, ethical codes, professional organizations and certification and licensing practices. 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**

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**

This course is designed to address the development in students of a professional identity as a counselor. Students reflect on the knowledge, dispositions and skills needed to provide effective counseling interventions to diverse client populations. They are introduced to the counseling profession—its purpose, history, ethical codes, professional organizations and certification and licensing practices. This course will also prepare school counselors to think in an ethical and moral manner in all of their professional activities. The course also will examine the interplay between legal and ethical issues within mental health counseling and counseling psychology. Students will learn the major ethical guidelines of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). In addition, students will have a wide array of opportunities to apply these principles to various situations.

#### COUN 508 | RESEARCH METHODS IN COUNSELING

**Units: 3**

Students study quantitative and qualitative research designs, data analysis procedures and evaluation models as they are applied to counseling-related research questions. Findings from counseling literature are reviewed. Use of computer-based analysis programs is introduced.

#### COUN 510 | CAREER DEVELOPMENT ACROSS THE LIFESPAN

**Units: 3**

Students study career development theories and examine educational, personal, and occupational aspects of career development at all stages of the lifespan. Workplace demographics, employment trends, legal and ethical issues, worker satisfaction factors, and career development services delivery models are presented.

#### COUN 515 | MULTICULTURAL COUNSELING

**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 518 | ORGANIZATION OF STUDENT SUPPORT SYSTEMS

**Units: 3**

Students learn to develop comprehensive plans for guidance and counseling services in K-12 settings and to evaluate service outcomes. Students develop leadership and advocacy skills for promoting quality counseling services designed to meet student needs.

#### COUN 520 | COUNSELING 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**

Prerequisites: COUN 520

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**

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 536 | APPLIED THEORIES AND TECHNIQUES FOR COUNSELING IN SCHOOL SETTINGS****Units: 3**

Students will explore and understand a variety of issues germane to K-12 counseling settings. Students will also gain competence in counseling techniques and interventions appropriate to working in these settings. Additionally, students will become familiar with and practice presentation and consultation skills suitable for working with students, parents, teachers and other school staff.

**COUN 537 | SCHOOL COUNSELING CONSULTATION, CRISIS, AND TRAUMA****Units: 3**

Students will gain awareness of the history, stages and purposes of consultation and develop strategies to promote, develop and enhance effective teamwork and partnerships within the school and greater community. Students will also enlarge their knowledge and skill base to effectively work with issues that may affect the development and functioning of students and explore with several specific models for intervention in depth. In addition, students will learn about the school counselor's role in prevention and intervention strategies in school crisis situations including child abuse and neglect, suicide, substance abuse, school safety and personal loss. This course will also focus on psychological first aid and disaster mental health responses to natural and man-made disasters.

**COUN 540 | CLINICAL INTERVIEWING****Units: 3**

The course helps students acquire knowledge, skills and dispositions associated with the practice of individual counseling in a variety of settings. Students will practice interviewing and counseling skills in class through dyads, triads and small group interactions and will provide and receive feedback on this practice. Students will also receive direct feedback on their skill development from the instructor. The course integrates ethical-legal, cultural and gender issues throughout the semester. The instructor will use role-plays, small groups, session transcripts, videotape critiques, case discussions and lectures throughout the course. The course also addresses many of the required areas for Helping Relationships which are outlined in the 2009 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**COUN 541 | ADVANCED COUNSELING: DIAGNOSIS AND TREATMENT PLANNING****Units: 3**

Prerequisites: COUN 520

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**

Prerequisites: COUN 520 and COUN 540

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**

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**

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**

This course gives CMHC students a historical perspective on the use of medication in treating mental disorders within the context of social, cultural, gender, and religious issues. The central focus will be on the major classifications of psychotropic drugs, specifying their psychiatric uses, benefits, side effects, toxicities, combinations, and biochemical actions as they work with culturally diverse clients. This course will also explore how clinical mental health counselors can best work with medical practitioners in providing more comprehensive client care.

**COUN 550 | ADVANCED HUMAN SEXUALITY****Units: 3**

Students are exposed to required CACREP standards and licensure requirements for human sexuality. Cross-cultural and ethical-legal issues are examined as well as other professional practice issues.

**COUN 555 | EVIDENCE BASED COUNSELING THEORY AND TECHNIQUES****Units: 3**

Prerequisites: COUN 520

The course addresses many of the required areas for Helping Relationships addressed in the 2009 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The course helps candidates acquire knowledge, skills and dispositions associated with the evidence based practice and treatment planning. The course integrates empirically supported therapy relationship variables and implementing evidence based knowledge into practice settings. This course uses methods of instruction that include case discussions, lectures, didactic and experiential approaches to teach students the evidence based/empirically supported intervention strategies commonly used in clinical counseling practice. Overall, the course is organized to expose students to the entry-level competencies related to using evidence based counseling approaches.



**COUN 560 | EVIDENCE BASED COUNSELING WITH UNDERSERVED POPULATIONS****Units: 3**

Prerequisites: COUN 520 and COUN 555

This course focuses on the most recent evidence based and culturally competent practices in counseling with diverse and clinically underserved populations. It is designed to inform counselors about the public mental health needs and culturally informed practices including native or indigenous healing practices in some of our most vulnerable populations in the United States and abroad. This course will address the continuum of evidence based interventions from health and wellness to working with chronic mental health issues and psychopathology.

**COUN 562 | POSITIVE PSYCHOLOGY: THEORY AND APPLICATIONS****Units: 3**

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 564 | COUNSELING SKILLS****Units: 3**

Each student will be able to demonstrate basic counseling skills, techniques and professionally ethical and legal behavior. Students develop knowledge of and skills in core counseling techniques including attending, listening, empathy and challenging. Students are introduced to and practice through peer helping, helping skills models appropriate to a variety of counseling settings. Videotaping of individual counseling sessions for purposes of assessment, self-assessment and reflection on counseling skill development is included. Students are able to accurately critique their level of skill development.

**COUN 579 | SOLES EXPERIMENTAL TOPICS COURSE****Units: 1-3 Repeatability: Yes (Repeatable once for Credit)****COUN 587P | CLINICAL MENTAL HEALTH COUNSELING PRACTICUM I****Units: 3**

Practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments and individual and group interventions appropriate to a variety of adult counseling settings. Course includes a minimum of 100 clock hours of practicum experience that includes a combination of peer counseling related to personal/social, academic, and career development issues; community service programs serving adult populations; job shadowing of professional counselors; observing and being a participant-observer of group dynamics in various counseling settings; and attending meetings directly relevant to the functioning of a counseling staff and/or counseling center. At least 40 hours of the practicum experience involved direct client contact. Prerequisites are required (see advisor).

**COUN 588P | PRACTICUM: SCHOOL****Units: 3**

In the school-based counseling practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments, and individual and group interventions appropriate to K-12 counseling settings. Course includes a minimum of 100 clock hours of practicum experience that includes a combination of individual and group counseling related to personal/social, academic, and career development issues; job shadowing with credentialed school counselors; observing and being a participant-observer of group dynamics in various school settings; participating in classroom guidance activities; attending meetings directly relevant to the functioning of a counseling staff and/or counseling center; and planning, implementing, and evaluating systemic interventions related to the organization and administration of comprehensive counseling and guidance programs. At least 40 hours of the practicum experience involves direct client contact.

**COUN 590F | FIELDWORK IN SCHOOL SETTINGS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: COUN 505 and COUN 515 and COUN 518 and COUN 525 and COUN 588P

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 597P | CLINICAL MENTAL HEALTH COUNSELING PRACTICUM II****Units: 3**

Prerequisites: COUN 587P

Students obtain an internship placement in a clinical mental health setting under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements.

**COUN 598P | CLINICAL MENTAL HEALTH COUNSELING PRACTICUM III****Units: 3**

Students obtain an internship placement in a clinical mental health setting under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements.

**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.

## **MA in Counseling with specialization in School Counseling, PPS, and LPCC eligibility (63 units)**

Through the School Counseling 63-unit specialization students earn the PPS credential and take an additional year of coursework in clinical mental health counseling to become eligible for licensure as a Licensed Professional Clinical Counselor Intern. Students who opt to pursue the 63-unit PPS credential with LPCC eligibility should have an interest in working with children and adolescents with special emotional and behavioral needs in school and community settings.

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 63-unit concentration become eligible for licensure with the California Board of Behavioral Sciences as licensed professional clinical counselors (LPCCs). ([http://www.bbs.ca.gov/consumer/what\\_is.shtml](http://www.bbs.ca.gov/consumer/what_is.shtml))

## The MA Degree requires successful completion of the following:

1. A course of study based on a core counseling curriculum and specialization courses. (Further information is provided under the Program Specializations sections below.) The Counseling Core is designed to meet the program requirements recommended by the National Board of Certified Counselors (NBCC). Specialization courses (described in sections below) meet the program requirements specified by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for the Clinical Mental Health and School Counseling program areas.
2. Successful completion of the Clinical Instruction Benchmark Assessment (CIBA). A Clinical Instruction Benchmark Assessment (CIBA) is utilized to assess readiness for practicum training and to provide candidates with personal and professional development feedback.
3. Completion of the Internationalization Requirement. All students in the Counseling Program are required to participate in a program-approved internationalization experience outside of the United States. Examples of approved experiences would include study-abroad course or program participation, cross-cultural collaboration on professional or scholarly projects, participation in bi-national or multi-national collaborative research projects, joint student-faculty research abroad and international internships. With few exceptions, the experience must take place during the student's program of study at USD and all international activities should take place prior to the last semester of enrollment in the Counseling Program. This requirement is designed to enhance the student's international and global perspective, particularly as it relates to professional counseling. The experience will increase student's knowledge and skills for working with international students, employees and clients and preparing clients for educational and professional experiences in a global environment.

## Program Specializations and Requirements

Students in 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.

## MA in Counseling with specialization in School Counseling, PPS, and LPCC eligibility (63 units)

The 63-unit specialization is comprised of the 48 unit School Counseling curriculum plus the additional 15 units of clinical mental health counseling curriculum.

### School Counseling Core Courses

Code	Title	Hours
COUN 505	Human Development	3
COUN 507	Professional Identity, Law and Ethics in School Counseling	3
COUN 508	Research Methods in Counseling	3
COUN 510	Career Development Across the Lifespan	3
COUN 515	Multicultural Counseling	3
COUN 520	Counseling Theories and Practice	3
COUN 526	Group Counseling	3
COUN 530	Assessment Techniques in Counseling	3
COUN 564	Counseling Skills	3
Total Hours		27

### School Counseling Specialization Courses

Code	Title	Hours
COUN 518	Organization of Student Support Systems	3
COUN 533	Seminar in Field Based Research: Proposal Development	1.5
COUN 534	Seminar in Field Based Research: Analysis and Reporting of Research	1.5
COUN 536	Applied Theories and Techniques for Counseling in School Settings	3
COUN 537	School Counseling Consultation, Crisis, and Trauma	3
COUN 588P	Practicum: School	3
COUN 590F	Fieldwork in School Settings (SC)	3
COUN 590F	Fieldwork in School Settings	3
Total Hours		21

### Clinical Mental Health Counseling Curriculum

Code	Title	Hours
COUN 541	Advanced Counseling: Diagnosis And Treatment Planning	3
COUN 542	Addictions Counseling	3
COUN 544	Intro Family Counseling	3
COUN 549	Psychopharmacology	3
COUN 550	Advanced Human Sexuality	3
Total Hours		15

## Courses

### **COUN 502 | PROFESSIONAL ORIENTATION, LAW AND ETHICS IN COUNSELING**

#### **Units: 3**

This course is designed to address the development in students of a professional identity as a counselor. Students reflect on the knowledge, dispositions and skills needed to provide effective counseling interventions to diverse client populations. They are introduced to the counseling profession—its purpose, history, ethical codes, professional organizations and certification and licensing practices. 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**

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**

This course is designed to address the development in students of a professional identity as a counselor. Students reflect on the knowledge, dispositions and skills needed to provide effective counseling interventions to diverse client populations. They are introduced to the counseling profession—its purpose, history, ethical codes, professional organizations and certification and licensing practices. This course will also prepare school counselors to think in an ethical and moral manner in all of their professional activities. The course also will examine the interplay between legal and ethical issues within mental health counseling and counseling psychology. Students will learn the major ethical guidelines of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). In addition, students will have a wide array of opportunities to apply these principles to various situations.

### **COUN 508 | RESEARCH METHODS IN COUNSELING**

#### **Units: 3**

Students study quantitative and qualitative research designs, data analysis procedures and evaluation models as they are applied to counseling-related research questions. Findings from counseling literature are reviewed. Use of computer-based analysis programs is introduced.

### **COUN 510 | CAREER DEVELOPMENT ACROSS THE LIFESPAN**

#### **Units: 3**

Students study career development theories and examine educational, personal, and occupational aspects of career development at all stages of the lifespan. Workplace demographics, employment trends, legal and ethical issues, worker satisfaction factors, and career development services delivery models are presented.

### **COUN 515 | MULTICULTURAL COUNSELING**

#### **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 518 | ORGANIZATION OF STUDENT SUPPORT SYSTEMS**

#### **Units: 3**

Students learn to develop comprehensive plans for guidance and counseling services in K-12 settings and to evaluate service outcomes. Students develop leadership and advocacy skills for promoting quality counseling services designed to meet student needs.

### **COUN 520 | COUNSELING 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**

Prerequisites: COUN 520

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**

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 536 | APPLIED THEORIES AND TECHNIQUES FOR COUNSELING IN SCHOOL SETTINGS**

#### **Units: 3**

Students will explore and understand a variety of issues germane to K-12 counseling settings. Students will also gain competence in counseling techniques and interventions appropriate to working in these settings. Additionally, students will become familiar with and practice presentation and consultation skills suitable for working with students, parents, teachers and other school staff.

### **COUN 537 | SCHOOL COUNSELING CONSULTATION, CRISIS, AND TRAUMA**

#### **Units: 3**

Students will gain awareness of the history, stages and purposes of consultation and develop strategies to promote, develop and enhance effective teamwork and partnerships within the school and greater community. Students will also enlarge their knowledge and skill base to effectively work with issues that may affect the development and functioning of students and explore with several specific models for intervention in depth. In addition, students will learn about the school counselor's role in prevention and intervention strategies in school crisis situations including child abuse and neglect, suicide, substance abuse, school safety and personal loss. This course will also focus on psychological first aid and disaster mental health responses to natural and man-made disasters.

**COUN 540 | CLINICAL INTERVIEWING****Units: 3**

The course helps students acquire knowledge, skills and dispositions associated with the practice of individual counseling in a variety of settings. Students will practice interviewing and counseling skills in class through dyads, triads and small group interactions and will provide and receive feedback on this practice. Students will also receive direct feedback on their skill development from the instructor. The course integrates ethical-legal, cultural and gender issues throughout the semester. The instructor will use role-plays, small groups, session transcripts, videotap critiques, case discussions and lectures throughout the course. The course also addresses many of the required areas for Helping Relationships which are outlined in the 2009 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**COUN 541 | ADVANCED COUNSELING: DIAGNOSIS AND TREATMENT PLANNING****Units: 3**

Prerequisites: COUN 520

Students develop comprehensive case studies of clients using various assessment methods and deliver case presentations. Tests and other diagnostic tools (e.g., DSMIV) are used to formulate individual counseling intervention plans. Professional issues associated with counseling practice and collaboration with community agencies are examined.

**COUN 542 | ADDICTIONS COUNSELING****Units: 3 Repeatability: No**

Prerequisites: COUN 520 and COUN 540

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**

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**

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**

This course gives CMHC students a historical perspective on the use of medication in treating mental disorders within the context of social, cultural, gender, and religious issues. The central focus will be on the major classifications of psychotropic drugs, specifying their psychiatric uses, benefits, side effects, toxicities, combinations, and biochemical actions as they work with culturally diverse clients. This course will also explore how clinical mental health counselors can best work with medical practitioners in providing more comprehensive client care.

**COUN 550 | ADVANCED HUMAN SEXUALITY****Units: 3**

Students are exposed to required CACREP standards and licensure requirements for human sexuality. Cross-cultural and ethical-legal issues are examined as well as other professional practice issues.

**COUN 555 | EVIDENCE BASED COUNSELING THEORY AND TECHNIQUES****Units: 3**

Prerequisites: COUN 520

The course addresses many of the required areas for Helping Relationships addressed in the 2009 Standards for Counseling Programs presented by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The course helps candidates acquire knowledge, skills and dispositions associated with the evidence based practice and treatment planning. The course integrates empirically supported therapy relationship variables and implementing evidence based knowledge into practice settings. This course uses methods of instruction that include case discussions, lectures, didactic and experiential approaches to teach students the evidence based/empirically supported intervention strategies commonly used in clinical counseling practice. Overall, the course is organized to expose students to the entry-level competencies related to using evidence based counseling approaches.

**COUN 560 | EVIDENCE BASED COUNSELING WITH UNDERSERVED POPULATIONS****Units: 3**

Prerequisites: COUN 520 and COUN 555

This course focuses on the most recent evidence based and culturally competent practices in counseling with diverse and clinically underserved populations. It is designed to inform counselors about the public mental health needs and culturally informed practices including native or indigenous healing practices in some of our most vulnerable populations in the United States and abroad. This course will address the continuum of evidence based interventions from health and wellness to working with chronic mental health issues and psychopathology.

**COUN 562 | POSITIVE PSYCHOLOGY: THEORY AND APPLICATIONS****Units: 3**

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 564 | COUNSELING SKILLS****Units: 3**

Each student will be able to demonstrate basic counseling skills, techniques and professionally ethical and legal behavior. Students develop knowledge of and skills in core counseling techniques including attending, listening, empathy and challenging. Students are introduced to and practice through peer helping, helping skills models appropriate to a variety of counseling settings. Videotaping of individual counseling sessions for purposes of assessment, self-assessment and reflection on counseling skill development is included. Students are able to accurately critique their level of skill development.

**COUN 579 | SOLES EXPERIMENTAL TOPICS COURSE****Units: 1-3 Repeatability: Yes (Repeatable once for Credit)**

**COUN 587P | CLINICAL MENTAL HEALTH COUNSELING PRACTICUM I****Units: 3**

Practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments and individual and group interventions appropriate to a variety of adult counseling settings. Course includes a minimum of 100 clock hours of practicum experience that includes a combination of peer counseling related to personal/social, academic, and career development issues; community service programs serving adult populations; job shadowing of professional counselors; observing and being a participant-observer of group dynamics in various counseling settings; and attending meetings directly relevant to the functioning of a counseling staff and/or counseling center. At least 40 hours of the practicum experience involved direct client contact. Prerequisites are required (see advisor).

**COUN 588P | PRACTICUM: SCHOOL****Units: 3**

In the school-based counseling practicum students demonstrate knowledge of and skills in personal/social, academic, and career development domain assessments, and individual and group interventions appropriate to K-12 counseling settings.

Course includes a minimum of 100 clock hours of practicum experience that includes a combination of individual and group counseling related to personal/social, academic, and career development issues; job shadowing with credentialed school counselors; observing and being a participant-observer of group dynamics in various school settings; participating in classroom guidance activities; attending meetings directly relevant to the functioning of a counseling staff and/or counseling center; and planning, implementing, and evaluating systemic interventions related to the organization and administration of comprehensive counseling and guidance programs. At least 40 hours of the practicum experience involves direct client contact.

**COUN 590F | FIELDWORK IN SCHOOL SETTINGS****Units: 3 Repeatability: Yes (Can be repeated for Credit)**

Prerequisites: COUN 505 and COUN 515 and COUN 518 and COUN 525 and COUN 588P

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 597P | CLINICAL MENTAL HEALTH COUNSELING PRACTICUM II****Units: 3**

Prerequisites: COUN 587P

Students obtain an internship placement in a clinical mental health setting under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements.

**COUN 598P | CLINICAL MENTAL HEALTH COUNSELING PRACTICUM III****Units: 3**

Students obtain an internship placement in a clinical mental health setting under the on-site supervision of a qualified counseling professional. Course can be taken twice to meet requirements.

**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.

## 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 Requirements for Admission Marital and Family Therapy Program

See here (p. 25) for basic admission requirements.

Entrance Semesters	Fall, Spring
Application Deadline	Visit <a href="https://www.sandiego.edu/soles/admission-and-aid/deadlines.php">https://www.sandiego.edu/soles/admission-and-aid/deadlines.php</a>
Minimum Grade Point Average	3.0 (4.0 scale) in bachelor's or in master's coursework
Standardized Admission Test	GRE or MAT with an overall score in the 50th percentile or above
Additional Requirements	Resume Statement of Purpose 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.

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, 250 of which need to be with couples or families. Students receive a minimum of 100 hours of supervision from MFT faculty during this time, in addition to the supervision received from on-site supervisors. Faculty supervision is in both individual and group format, with live and videotaped data being used as the primary source of session information.

### *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.

### *Courses*

#### **MFTS 500 | RESEARCH IN FAMILY THERAPY**

##### **Units: 3**

By the end of the class, the student will have the motivation, knowledge and skills necessary to use research successfully in a variety of ways in their clinical work.

#### **MFTS 523 | FAMILY THERAPY THEORIES I**

##### **Units: 3**

Students are exposed to the fundamental assumptions and ideas of general systems theory and the basic premises of the various theoretical orientations within the family therapy field. Family theories I covers Structural Family Therapy, Strategic Family Therapy, Bowen Family Therapy, and Behavioral Family Therapy.

#### **MFTS 524 | FAMILY THERAPY THEORIES II**

##### **Units: 3**

Students are exposed to the fundamental assumptions and ideas of general systems theory, and the basic premises of the various theoretical orientations within the family therapy field. Family Theories II covers 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**

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.

Code	Title	Hours
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 570	Systemic Treatment of Substance Abuse	2
MFTS 562	Recovery-oriented Case Management	1
MFTS 563	Collaborative Care	1
MFTS 566	Individual, Family, and Community Trauma	1
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 578	Spiritual Issues in Family Therapy	1
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
MFTS 572	Gender Issues in Family Therapy
MFTS 573	Group Therapy
MFTS 576	Self of the Therapist

## *Requirements For The Degree*

### *Comprehensive Examination Clinical Contact Hours*

Students must successfully complete a total of 500 clinical contact hours (minimum of 250 relational hours) and 100 supervision hours (minimum of 50 with raw data) while enrolled in Practicum.

### *Completion of Prerequisite Requirements*

Students must complete the three prerequisite requirements (Human Development, Research Methods and either Counseling Theories or Theories of

**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**

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**

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**

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**

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**

Prerequisites: MFTS 528

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**

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**

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**

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**

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**

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**

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**

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**

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**

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**

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**

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**

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 595P | PRACTICUM IN MFT 1****Units: 5**

In the didactic portion of the course, issues relevant to the beginning clinician are addressed including refinement of interviewing skills and the application of treatments to specific problems. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

**MFTS 596P | PRACTICUM IN MFT 2****Units: 5**

Issues relevant to the treatment process are covered including client-therapist match, resistance and change, assessment, treatment planning and the self of the therapist. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

**MFTS 597P | PRACTICUM IN MFT 3****Units: 5**

Issues relevant to the involvement of schools, protective services and other groups and agencies during the treatment process are covered. Students also receive group supervision and individual supervision based on either videotaping or live observation of their work.

**MFTS 598P | PRACTICUM EXTENSION****Units: 1-5**

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.



# SHILEY-MARCOS SCHOOL OF ENGINEERING

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## *Chair*

John Glick, PhD, Computer Science

## *Director*

Gordon Ramsey, PhD, Center for Cyber Security Engineering and Technology

## *Faculty*

Mark Heckman,, PhD

Douglas M Magedman, MS

Ashton Mozano, MS, JD

## *Vision*

The Shiley-Marcos School of Engineering is a community of scholars recognized for developing engineers with technical excellence, global perspective and social awareness.

## *Mission*

The Shiley-Marcos School of Engineering is distinguished by student-centered education that emphasizes modern engineering skills and development of the whole person. We are dedicated to effective teaching, meaningful scholarship, and compassionate service.

## *Program Description*

The Shiley-Marcos School of Engineering offers a 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 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.

## *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 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.

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.

1. Develop and implement encryption methodologies into secure system solutions.
2. 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.
3. Apply the foundational elements of cyber security, and engineering principles in architecting, developing, and fielding secure network solutions against advanced persistent threat.
4. 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.
5. Design and evaluate trusted systems and implement designs into secure systems.

6. 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.

Requirement for the MSCSE Degree

Code	Title	Hours
CYBR 505	Computational Roots of Cybersecurity	6
CYBR 500	Foundations of Cyber Security	6
CYBR 520	Applied Cryptography	3
CYBR 530	Security Policies	3
CYBR 540	Security Assurance	3
CYBR 550	Secure Network Engineering	3
CYBR 560	Trusted System Design, Development, and Analysis	3
CYBR 570	Secure Systems Engineering	3
CYBR 580	Digital Forensics and Incident Response	3
CYBR 590	Cyber Security Operations	3

## Courses

### CYBR 500 | FOUNDATIONS OF CYBER SECURITY

**Units: 6**

Primarily, the course will serve as an introduction to the fundamental science of cyber security and its applications to engineering of secure systems. This includes understanding the concept of the Reference Monitor, information as a protected asset, and security policy as the definition of “security” for a system. We will examine types of security policy, and provide definition and examples of threats, vulnerabilities, and risk. The course will survey common, contemporary technical, administrative, and physical security controls, examining basic concepts of network, operating system, and application security. We will survey common attacks and mitigations, and the shortcomings of common, contemporary cyber security models. The course will provide introduction to the topics of assurance, forensics, and incident response.

### 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 520 | APPLIED CRYPTOGRAPHY

**Units: 3 Repeatability: No**

Introduction to core principles of modern cryptography. Mathematics of cryptographic methods and systems. Description of common cryptographic algorithms, pseudorandom generators and encryption. Aspects of applying and assessing cryptographic systems including defense against attacks and vulnerabilities.

### CYBR 530 | SECURITY POLICIES

**Units: 3 Repeatability: No**

Prerequisites: CYBR 500

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

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 560 | TRUSTED SYSTEM DESIGN, DEVELOPMENT, AND ANALYSIS

**Units: 3 Repeatability: No**

Prerequisites: CYBR 500

Methodology for developing Trusted Systems that can withstand attacks by skilled, motivated adversaries with high assurance; Design and implementation of Reference Monitors and alternative security architectures; Design considerations for being able to evaluate the security of a system.

### CYBR 570 | SECURE SYSTEMS ENGINEERING

**Units: 3 Repeatability: No**

Prerequisites: CYBR 500 and CYBR 560

Architecting and engineering secure systems based on the policies they enforce and the threats they defend against. Techniques for architecting and engineering secure, distributed systems using a trusted system base. Case studies of experimental and fielded systems in different application domains.

### CYBR 580 | DIGITAL FORENSICS AND INCIDENT RESPONSE

**Units: 3 Repeatability: No**

Prerequisites: CYBR 500

This course gives an overview of basic network and computer forensics tools and techniques for discovering, collecting, preserving, and interpreting digital data for the purpose of detecting, analyzing and recovering from intrusion events. Students study best practices for incident handling and gathering legal evidence when intrusions are detected. Hands-on lessons using common tools on sample data in practical scenarios.

### CYBR 590 | CYBER SECURITY OPERATIONS

**Units: 3 Repeatability: No**

Prerequisites: CYBR 500 and CYBR 580

Strategies for implementing system policy and controls to defend against offensive operations in contested cyber environments. System vulnerability types/classes and methods of exploitation. Penetration testing. Malware types/classes, utilization, detection, isolation and analysis, and counter-forensics.

# 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).

## 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 clicking on the links 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/onlinemarketing>)
- 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

## The Mission of the University of San Diego

The University of San Diego is 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. The Division of Professional and Continuing Education shares this mission through academic outreach to adult and professional students.

## 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

### Master of Science in Law Enforcement and Public Safety Leadership

31 semester units

### 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 street gangs to white-collar crime, transnational drug trafficking organizations to recidivism, law enforcement ethics to crime mapping technology, 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, students will actively integrate evidence and criminological theory and then apply the skills developed throughout this program to some of the nation’s most pressing crime problems.

**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.

**First Year**

**Semester I**

		<b>Hours</b>
LEPS 500	Critical Issues in Law Enforcement and Public Safety	3
LEPS 510	Communication for Law Enforcement Leaders	3

**Semester II**

LEPS 520	Community Engagement	3
LEPS 530	Public Safety Law	3

**Semester III (Summer)**

LEPS 540	Organizational Leadership	3
LEPS 550	Community Assessment: Crime and Criminal Justice	3

**Second Year**

**Semester I**

LEPS 560	Organizational Theory and Change	3
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LEPS 570	Community Assessment: Organizations	3
<b>Semester II</b>		
LEPS 580	Conflict Resolution and Decision Making	3
LEPS 590	Budget & Finance for Law Enforcement Leaders	3
LEPS 599	Integrative Capstone	1

**Courses**

**LEPS 500 | CRITICAL ISSUES IN LAW ENFORCEMENT AND PUBLIC SAFETY**

**Units: 3**

This course is a critical evaluation of the crime issues faced by law enforcement in the contemporary United States. From street gangs to white-collar crime, transnational drug trafficking organizations to domestic violence, this course will delve into the some of America’s most pressing crime problems with an emphasis on effective public policy.

**LEPS 510 | COMMUNICATION FOR LAW ENFORCEMENT LEADERS**

**Units: 3**

This course introduces and develops a series of communication skills essential for the modern law enforcement and public safety environment. Substantive foci include: interpersonal communication theories and techniques, written communication skills including electronic communication, report and grant writing, and communication for large audiences with an emphasis on leadership, management and the media. Of paramount importance will be nurturing professional, efficient and effective communication skills.

**LEPS 520 | COMMUNITY ENGAGEMENT**

**Units: 3**

This course presents a broad introduction to governmental structures in American society. All forms of law enforcement are embedded in government and political organizations at the local, regional, state and federal levels. The functions and structure of these legal bodies will be presented, along with a discussion of fundamental governing principles including: separation of powers, checks and balances and the lawmaking process.

**LEPS 530 | PUBLIC SAFETY LAW**

**Units: 3**

This course introduces and analyzes a series of laws and legal issues central to leadership in law enforcement and public safety. Half of the course looks outward, focusing on the legacy of Constitutional law that shapes law enforcement policy. Half the course looks inward, focusing on legal issues that guide and regulate public safety organizations.

**LEPS 540 | ORGANIZATIONAL LEADERSHIP**

**Units: 3**

Leadership is defined and evaluated in many ways. The concept is so complex, variable, and ambiguous that many well intentioned people often speak past each other when attempting to discuss it. Through this course students will examine leadership through various theoretical lenses and frameworks. Each approach highlights attitudes and dispositions that have varying degrees of utility depending on the context of a given situation. By looking at various approaches to leadership students will develop a more sophisticated understanding of the phenomenon and thereby increase their own abilities to influence others for the common good.

**LEPS 550 | COMMUNITY ASSESSMENT: CRIME AND CRIMINAL JUSTICE****Units: 3**

A depth-oriented understanding of crime data, crime trends and the crime problem is essential for law enforcement leaders. This course analyzes the four major sources of crime data in the United States, along with their respective strengths and weaknesses. Moreover, fundamental analytical procedures will be introduced to evaluate crime trends – comparatively, geographically, and over time. The course will utilize real-world case studies and real-world crime data, to best understand the reality of crime in modern America.

**LEPS 560 | ORGANIZATIONAL THEORY AND CHANGE****Units: 3**

This course provides a multiple perspectives approach to theories of organizations and change. Leadership requires individuals to discern and balance competing demands and tensions inherent in organizations. This course uses Gareth Morgan’s metaphors as lenses to think about different aspects of organizational life. Students will apply various theories to case studies in order to develop insights for organizational change.

**LEPS 570 | COMMUNITY ASSESSMENT: ORGANIZATIONS****Units: 3**

Effective, accurate and ethical assessment of issues in society and within organizations is essential for law enforcement leaders to develop and implement policy. This course introduces the various methods to conduct scientific research in society and to evaluate organizations, with an emphasis on action-oriented research. The respective advantages and disadvantages of each methodology will be discussed, along with the ethical considerations embedded in the research process.

**LEPS 580 | CONFLICT RESOLUTION AND DECISION MAKING****Units: 3**

Leadership and management in law enforcement requires effective conflict resolution and decision making skills. This course will introduce cornerstone theoretical perspectives on conflict resolution and decision-making. Moreover, skills and approaches essential to effective dispute resolution will be introduced, developed and applied to conflicts between individuals, in small groups, and within organizations. The transcendent theme of the course is ethics; navigating contentious issues, developing and executing effective, positive resolutions requires implementing procedures that emphasize ethics, personal and professional integrity throughout the process.

**LEPS 590 | BUDGET & FINANCE FOR LAW ENFORCEMENT LEADERS****Units: 3**

Leadership and management in a law enforcement environment require an applicable understanding of fundamental budget, finance and resource allocation procedures. This course will introduce and nurture these skills, along with an emphasis on contracts, negotiation and collective bargaining.

**LEPS 599 | INTEGRATIVE CAPSTONE****Units: 1**

The capstone course is the final course in the online MS#LEPSL program sequence. The course allows students to demonstrate achieved learning outcomes by producing an e-portfolio of hallmark projects, term papers, presentations and skill-based exercises in a culminating course. The e-portfolio system will require students to identify and critically reflect on the major themes and learning outcomes of the entire program via a series of exemplary work from individual courses. The e-portfolio will be an asset for career advancement, while simultaneously serving as a tangible microcosm of the rigorous, interdisciplinary MS#LEPSL program as a whole.

## 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.

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	Hours
CSOL 101	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

## Courses

### CSOL 500 | FOUNDATIONS OF CYBER SECURITY

#### Units: 3 Repeatability: No

This course will provide an overview and fundamental understanding to 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. Student will engage with the concept 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 a significant 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.

### 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 560 | SECURE SOFTWARE DESIGN AND DEVELOPMENT

#### Units: 3 Repeatability: No

This course will provide an in-depth study of the principals and tenets of the design and development process of secure software used to provide enhanced cyber security. It will review the traditional models of software development, with the idea that a developer or project manager must strategize for security before starting development. Students will understand how to gather and plan for security requirements in development. The course will explore how vulnerabilities can be mapped and planned for. Students will understand how to run an effective development process, culminating with implementation, and how to review and test software. Finally, the course will introduce the concept of software assurance and its role in the cyber security paradigm.

### 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 599 | CAPSTONE****Units: 1 Repeatability: No**

This course 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 be given parts of a complete set of functional and design documentation for an enterprise-wide system. They will be asked over the course of the semester to perform an increasingly thorough security analysis of the system to identify security shortcomings and develop a detailed remediation plan. The analysis and plan must contain such features as a threat analysis, risk assessment, policy review, detailed security requirements, identification of mechanisms to satisfy the requirements, and a description of methods for assessing the effectiveness of the mechanisms.



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