LEAD 500 | RESEARCH, DESIGN AND EVALUATION OF NONPROFIT PROGRAMS
Units: 4 Repeatability: No
Prerequisites: LEAD 501 with a minimum grade of C-
This course prepares students to undertake the research, design and evaluation process employed in nonprofit organizations. Students will learn the fundamentals of 1) assessing community needs, 2) using theory to guide program design 3) identifying and evaluating research literature that supports program development 4) data-base planning, 5) cultural competence in planning and evaluation of nonprofit programs 6) designing evaluation studies 7) social marketing 8) program monitoring and 9) modifying services based on evaluation results. The course will use both didactic and interactive instruction methods, and students will undertake a project that will provide applied experience in research, design and evaluation of nonprofit programs.

LEAD 501 | NONPROFIT SECTOR: THEORY & PRACTICE
Units: 3 Repeatability: No
This is a survey course that is intended to prepare students for management roles in the nonprofit sector by helping them gain an understanding of America’s “nonprofit nation” and its place relative to nonprofit sectors throughout the world. As such it will explore the development, history and nature of the sector, major issues it is facing, governance structures of nonprofit organizations, basic management and operating strategies. Topics will include: socio-economic and historical perspectives, the legal structure of nonprofits, board responsibilities, regulatory reform and accountability measures, the structure and nature of philanthropy, human resource management, and advocacy. The course is designed as an interactive learning experience that incorporates significant case study and group problem-solving exercises. This course is focused on the integration of theory with practice. All students must affiliate themselves with a nonprofit organization they can refer to and work with.

LEAD 502A | LEADING IN THE NONPROFIT SECTOR
Units: 3 Repeatability: No
This is a survey course that is intended to prepare students for leadership 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. This course is focused on the integration of theory with practice. It explores the development, history and nature of the sector, governance structures of nonprofit organizations, leadership perspectives, and operating strategies. Topics will include socio-economic, historical, and critical perspectives related to the legal structure of nonprofits, board responsibilities, regulatory reform and accountability measures, the structure and nature of philanthropy. The course is designed as an interactive and reflective learning experience that incorporates significant case study and group problem-solving exercises.

LEAD 502B | APPLIED RESEARCH METHODS FOR LEADERS AND MANAGERS
Units: 3 Repeatability: No
This course is designed to help nonprofit leaders become critical and well-informed consumers of research to support effective program planning, evaluations, and decision making in their organizations. Students learn the basic principles of well-conducted research through readings and analysis of relevant research studies from both the popular and academic settings so they may understand the power and limitations of social science research. Moreover, this course facilitates the understanding of intercultural, ethical, and legal considerations involved in conducting research and emphasizes processes of research to address issues of social justice and equity.

LEAD 503 | NONPROFIT FINANCE
Units: 3 Repeatability: No
Prerequisites: LEAD 501 with a minimum grade of C-
This course will prepare students to oversee the financial management of nonprofit organizations by focusing on five areas: financial policies and internal controls; financial statement presentation and analysis; revenues, expenses, liabilities, and cash management; budgeting; audit and tax reporting.

LEAD 504 | HUMAN RELATIONS FOR LEADERS
Units: 1 Repeatability: No
This weekend course utilizes an active learning model that encourages participants to: (1) to study and analyze the dynamic forces that influence the life of groups and organizations; (2) to consider aspects of our personal and organizational lives that are not normally within our awareness; and (3) to examine how these beneath-the-surface assumptions, frameworks, defense mechanisms, and habits (especially those related to authority) have an active influence on much of what we do. The course also incorporates elements of more traditional pedagogical approaches including lectures, seminars, readings and an analytical paper.

LEAD 505 | DEVELOPING HUMAN CAPITAL
Units: 3 Repeatability: No
Prerequisites: LEAD 501 with a minimum grade of C-
A study of how leadership and change in contemporary organizations are connected conceptually and in practice. Students will study models of organizational change, connect them to models of leadership and management and learn collaborative skills and behaviors that will help them be change agents in their organizations and professions. Emphasizes the overarching theme of changing institutions and our society to help them be more humane and responsive to solving the difficult problems that we face.

LEAD 506 | RESOURCE DEVELOPMENT AND MARKETING
Units: 3 Repeatability: No
Prerequisites: LEAD 501 with a minimum grade of C-
This course is intended to examine the fundamental role of marketing and fundraising programs within nonprofit organizations. Students will learn to craft messages and communications materials for key constituencies and stakeholders, identify and develop a well-balanced base of support from individual donors and institutional funders (foundations, corporations, government agencies), and gain knowledge of common fundraising cycles and philanthropy programs. Students will learn about developing a brand and marketing strategy and implementing tactics including public relations, social media and advertising. The course will also cover the cultivation and solicitation of individuals, the role of boards in fundraising, grant writing, and special events. Throughout the course, there will be discussions on ethical issues, technical tools and skills and the management of fundraising and marketing departments within an organization. The goal of this course is to ensure that each student gains a broad and sophisticated understanding of resource development/fundraising and marketing/communications.

LEAD 507 | COMMUNITY PARTNERSHIPS & CIVIC ENGAGEMENT
Units: 3 Repeatability: No
Prerequisites: LEAD 501 with a minimum grade of C-
The study of social change is important for non-profit administrators to understand the historic and regional environment in which they operate. Students will be exposed to a variety of change models and their inherent assumptions including but not limited to: revolution, labor, civic rights, and environmental movements of social change. Special emphasis will be placed on the categorical silos, which exist within San Diego. Participants will develop a model of social change, which will guide their analysis and practice. Participants will conduct a community analysis on strategic organizations with examination on the organizational agenda of nonprofit organizations, civic associations, regional initiatives, and focus of this course will center on creating change within a practice arena.
LEAD 508 | GRANT MAKING FOR THE GREATER GOOD  
Units: 2  Repeatability: No  
Prerequisites: LEAD 501 with a minimum grade of C-  
This course will have two goals. The first is for students to assume the role of Program Officers, two teams of four, as they learn how foundations function as grantmakers in light of both best practice and emerging trends such as accountability, transparency and generational wealth transfer. The second goal is for students to implement in “real time” a Request for Proposal (RFP) to be sent to selected regional nonprofits and make evidence based recommendations for approval of grant funds, when available.

LEAD 509 | LEGAL ISSUES, HUMAN RESOURCES AND RISK MANAGEMENT  
Units: 2  
This course is intended to prepare students for management roles in the nonprofit sector by helping them become familiar with the basic forms of not-for-profit entities and the principal differences in their structure, formation and corporate governance regimes. It is also designed to acquaint students with methods and techniques for managing typical risks involved in the operation of nonprofit enterprises, including risks associated with employment matters, fiscal matters (e.g. fundraising, financial accounting), preserving tax-exempt status and lobbying, contract performance, real property matters, public relations and the like. The course is focused on practice and will incorporate case study and group problem-solving exercises based on actual student or faculty experiences to provide interactive classroom learning. Special permission required for students not enrolled in the nonprofit management program.

LEAD 510 | BOARD DEVELOPMENT  
Units: 2  Repeatability: No  
Prerequisites: LEAD 501 with a minimum grade of C-  
This course intends to prepare students to develop and manage boards of directors of voluntary sector organizations. Topics include legal and operating definitions, the purpose, function, role and appropriate board structures; supporting systems; how to assemble a board of directors; how to build positive board/staff relationships; how to coordinate the work of a board; how to prepare and manage board information flow; and how to evaluate board effectiveness.

LEAD 511 | STRATEGIC PLANNING AND POSITIONING  
Units: 2  Repeatability: No  
Prerequisites: LEAD 501 with a minimum grade of C-  
Many nonprofits think strategic planning is accomplished principally through a board retreat where members are asked to work with senior staff on deliberating the best course of action for their organization. While retreats are critical to the planning process, effective planning ideally involves considerable information gathering and analysis before the discussion begins in earnest. Organizations need to understand how their nonprofit fits within the context of trends and its place in the market, take a careful look at potential allies and competitors, collect information from stakeholders of all types about their wants and needs and assess the capabilities of their organization to meet these needs within its defined market niche. This course will focus on methods of identifying strategic questions and directions for nonprofit organizations by taking students through planning processes with “client” organizations. Special permission required for students not enrolled in the nonprofit management program.

LEAD 512 | POLICY ADVOCACY LEADERSHIP  
Units: 3  Repeatability: No  
The course focuses on the role of policy advocacy as an essential tool in shaping governmental and corporate policies. Understanding advocacy practices is essential to improved program outcomes across organizations, including schools, nonprofits, and the government. Students will apply existing best practices and analytical frameworks to analyze the role of advocacy in issue emergence, policy making, and policy implementation across different political, institutional, and cultural contexts. Students learn how to execute policy research and analysis, map political systems and actor positioning, and develop appropriate advocacy strategies advancing constituent interests. Students will also explore the leadership dimensions of building diverse and inclusive advocacy coalitions, develop effective communication strategies, and address opponents and counter-mobilization.

LEAD 513 | ADVOCACY SKILLS AND STRATEGIES  
Units: 2  
Successful advocates utilize a toolbox of strategies to advance their cause. These strategies include: understanding the lobbying regulations, knowing the how the legislature and congress work officially and behind the scenes, understanding regulatory reform, undertaking research which provides facts and figures to bolster a given argument, knowing how to build partners across sectors who will support the cause, understanding how to use the media and build public support. This class will provide students with a framework for conceptualizing and carrying out advocacy campaigns. Each student will be asked to apply what is learned in class to the development of a comprehensive advocacy campaign. Students may work individually but are encouraged to work in small groups on a specific public policy or state legislative campaign.

LEAD 514 | PRESENTATION SKILLS  
Units: 2-3  Repeatability: No  
Strong communication skills are essential to the practice of leadership. This course provides students with the knowledge and tools needed to use communication (specifically public speaking) as a planned and purposeful strategy for engaging audiences and individuals. The foundation of the course borrows from both timely and timeless communication strategies that are key to engaging audiences of any kind. This course will change you! Topics: mastering the 5-point presentation model; research and analysis of audiences; development of presentations focused on benefits to the audience; the extemporaneous speech; the development and use of visual aids, electronic tools and media; the speaker’s image; use of humor and the appropriate use of persuasive tools, personal stories, and analogies; handling of the question and answer period; the call to action; and the practice of presentation skills that lead to masterful delivery.

LEAD 515 | SOCIAL ENTREPRENEURSHIP-INNOVATIONS IN CREATING SOCIAL VALUE  
Units: 2-3  Repeatability: No  
This two credit (see Appendix F for 3 credit option) 10-week course will study the phenomenon known as social entrepreneurship, in both theory and practice. Social entrepreneurship is the study of business strategies, tools and approaches that address intractable social problems. Said efforts may take place within a nonprofit or for-profit setting (the latter in several different corporate structures/legal forms). Students will learn about the history and evolution of social entrepreneurship. The course will pay particular attention to the most successful social entrepreneurial ventures across the globe. Students will critically analyze and evaluate a variety of innovative approaches that are being employed to address difficult social problems. Students will consider the advantages and disadvantages of the many forms of social entrepreneurship, and the legal structures that differentiate them. Working in teams, students will create their own social venture, including a viable business.
LEAD 516 | GOVERNANCE AND STRATEGY
Units: 3 Repeatability: No
Prerequisites: LEAD 502A with a minimum grade of C- and LEAD 502B with a minimum grade of C-
This course focuses on the governance of nonprofit organizations, including the roles and responsibilities of various stakeholders such as the board of directors, CEO, staff, and constituents. It covers key elements of governance, such as strategy, accountability, fiduciary responsibilities, and the function and structure of the board of directors. The course also teaches how to assemble and manage a board, build positive relationships between the board and staff, coordinate board work, manage information flow, and evaluate board effectiveness.

LEAD 517 | CAPITAL AND ENDOWMENT CAMPAIGN PLANNING
Units: 2 Repeatability: No
Prerequisites: LEAD 501 with a minimum grade of C- (Can be taken Concurrently) or LEAD 501 with a minimum grade of C- (Can be taken Concurrently)
This course is designed to broaden the student’s understanding of advanced fundraising activities, with a particular emphasis on capital and endowment campaigns. Building upon student’s prior coursework, the class allows students to apply their understanding of organizational strategic planning to prepare, plan and launch successful major gift fundraising efforts. Coursework is based upon students’ analysis and discussion of actual case studies or field work with nonprofit organizations. Special permission required for students not enrolled in the nonprofit management program.

LEAD 518I | NONPROFITS AND CIVIL SOCIETY IN GUATEMALA
Units: 2 Repeatability: No
Non-Core Attributes: International
This course is designed to provide theoretical and practical knowledge about the nature of the nonprofit sector in Guatemala, a post-conflict society and a developing country. In particular, we will explore the dynamic role of human service agencies - both INGOs (internationally operated nonprofits) and Guatemala-based nonprofits in peace-building. Students will be introduced to the challenges these nonprofits face serving multi-cultural populations within a country still troubled by serious violence.

LEAD 519I | UNDERSTANDING BI-NATIONAL NONPROFITS IN THE US-MEXICAN BORDER
Units: 2 Repeatability: No
Non-Core Attributes: International
A growing number of community based organizations from academia, business and corporate partners, government agencies, nonprofit organizations, and philanthropy are being called upon to address growing and emerging trans-border issues in the areas of education, community development, health and human services and the environment. This course contributes to students’ understanding of how community-based organizations operate in an international setting as well as along and across borders. The proximity to the Mexico border provides a unique opportunity to expose and prepare students for how to work more effectively in an increasingly cross-border environment, as well as increase their cross-cultural competency. As a part of the learning experience, students will study the history of the U.S.-Mexico relationship; develop strong cross-cultural competency for dealing with and understanding International business relationships; learn about the growing importance of remittances in community development; study successful global resource development strategies between the U.S. and Mexico. Students will also complete two day-long tours visiting local agencies and organizations serving the binational community. Additionally, students will work with a pre-approved bi-national organization to complete an applied project designed to enhance the organization’s ability to achieve its mission. All students must have a valid passport prior to enrolling in this course and be willing to travel to Mexico.

LEAD 520 | VOLUNTEER ENGAGEMENT
Units: 1 Repeatability: No
This course is designed to enhance students’ understanding and practice of effective volunteer engagement in community-based organizations, particularly nonprofits. It uses an organizational development approach that connects research with practice and provides students with tools and strategies to better engage volunteers in their work.

LEAD 521 | LEADING CHANGE IN COMPLEX ECOSYSTEMS
Units: 3 Repeatability: No
Prerequisites: LEAD 502 with a minimum grade of C- and LEAD 516 with a minimum grade of C-
The course focuses on the connection between leadership and change in contemporary organizations and societies. Students will learn about established and emerging theories of leadership, management, culture, and organizational and social change, and how they can be applied in a globalized world. The course also emphasizes the importance of developing collaborative skills and behaviors, to enable students to become change agents in their organizations and communities. In addition, this course emphasizes the overarching theme of changing institutions and our society to help the students be more humane and responsive to solving the difficult problems of social justice and inequity that we face.

LEAD 522 | ORG LEADERSHIP & CINEMATIC ANL
Units: 3 Repeatability: No
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 523 | YOUTH AND LEADERSHIP
Units: 3 Repeatability: No
This course focuses on the importance of and the most effective methods for developing youth leadership knowledge, skills, and capacities. For the purposes of this course, youth are considered to range from early elementary grades all the way through college. With an early focus on the academic literature on youth development theory and leadership theory, the course builds a solid foundation of knowledge for adults who work with youth leaders. The course focuses on a contextual approach to leadership for youths by enabling the acquisition of various “tools” that match specific contexts in their leadership practice. One of the key learning concepts of this course is the ability to break down complex leadership theories and practices that adults learn into manageable and age-specific levels for youths. The course also examines various youth leadership development programs throughout the world, the various issues that adults face in providing youth leadership development opportunities, the impact of youth leadership development on organizations, and the ways in which to increase diversity in youth leadership groups. While founded in academic literature and writing, the course primarily provides an opportunity for participants to put academic learning into real world contexts. This is accomplished through a final project that centers on the development of youth leadership development programs and projects.
LEAD 524 | EDUCATION SPORTS LAW AND POLICY  
Units: 3  Repeatability: No  
This leadership course provides an overview of sports law, policy making and leadership, with a focus on higher education, business, and legal issues within amateur sports. The course begins with an overview of higher education policy and law. Students will examine a complex array of political, legal, historical and ethical concerns in the school law environment by analyzing the principals of social justice, socioeconomic issues, anti-discrimination and other legal issues that permeate all school settings. This course also has a focus on gender and racial equity in sports, NCAA governance, negotiation techniques, and the relationship between the university and athletics.

LEAD 525 | LEADERSHIP IN THE ARTS AND CULTURE SECTOR  
Units: 3  Repeatability: No  
Arts and cultural organizations, including museums, theatres, dance companies, music ensembles, and opera companies, face issues that are unique among nonprofits. Cultural leaders need to be knowledgeable in addressing the challenges related to audience, private-sector competition, engagement, advocacy and more. Arts and culture organizations are increasingly attuned to the changing expectations of audiences and the need to address diversity, inclusion and equity. A range of leading professional organizations are speaking up about the need for arts and cultural organizations to broaden access and to be actively engaged in civic dialogue and social change, including the American Alliance of Museums, California Association of Museums, Theatre Communications Group, and the League of American Orchestras. Arts and cultural activities are an integral part of our social and civil life and participation results in individuals who are engaged in civic activities and demonstrate higher social tolerance. Art museums are overwhelmingly staffed with employees who identify as White Non Hispanic, even in minority majority states, and cultural audiences often mirror this same demographic. Diversity, equity, and inclusion begin with institutions’ staff and board. For example, while California is diverse, its arts and cultural institutions are struggling to keep pace with the changing demographics of the communities they serve. Current leadership needs support and education to address the changing climate, and the arts and culture employment pipeline needs to be opened up so that future leadership reflects the diversity of California. This course will provide opportunities for students to consider these challenges as well as formulate strategies and solutions for their leadership practice.

LEAD 526 | LEADING VISITOR-FACING NONPROFITS  
Units: 3  Repeatability: No  
This three credit course will address leadership issues specific to the visitor and patron experience. In 2016, over five million people attended arts and culture events and institutions in San Diego, twice the attendance at the Padres and the Chargers combined. These numbers make the visitor experience an essential area of knowledge for leaders. Often, arts and culture leaders are experts in specific subject matters, but not typically in visitor experiences. As communities diversify, arts and cultural leaders must lead organizations that are accessible and welcoming to all, from paying members to cultural tourists to underserved populations in the region. As a summative assessment, students will produce a rigorous policy memo for a client nonprofit organization, analyzing the visitor experience and making recommendations based on class readings and discussions.

LEAD 527 | ARTS AND CULTURAL LEADERSHIP INSTITUTIONAL TOUR  
Units: 3  Repeatability: No  
Prerequisites: LEAD 525 with a minimum grade of C- or LEAD 526 with a minimum grade of C-
This three-unit course builds on the prior two courses through a travel experience and will delve more deeply into the challenges and opportunities for 21st century organizations in the areas of equity, inclusion and diversity and technology integration. Students and faculty will travel across to select sites in California to visit large and small cultural organizations, such as The Getty Museum, California African American Museum, LA Philharmonic, Asian Art Museum, El Teatro Campesino, and the Exploratorium. Students will meet with arts and cultural leaders to discuss the realities of leadership. Students will also have the opportunity to discuss government’s role in the arts and culture sector at the local, state and federal levels. During this course, students will be expected to apply their learning from the prior coursework, thoughtfully analyze the institutions, engage in robust discussion with classmates, and reflect on their own practice of leadership. It is expected that this course will result in the students producing a portfolio-eligible applied project, action research project, or an original research paper that would identify, analyze and address a relevant issue in the arts and culture field.

LEAD 528 | NONPROFIT FINANCIAL LEADERSHIP  
Units: 3  Repeatability: No  
Prerequisites: LEAD 502 with a minimum grade of C- and LEAD 516 with a minimum grade of C-
This course provides students with the knowledge required to effectively supervise 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. Students will be asked to critically assess the finances of selected nonprofits and consider how, as leaders, they will convey their findings to a variety of stakeholders, such as their board, donors, constituents, and staff.

LEAD 529 | DESIGNING AND EVALUATING HIGH IMPACT PROGRAMS  
Units: 3  Repeatability: No  
Prerequisites: LEAD 502A with a minimum grade of C- and LEAD 502B with a minimum grade of C-
To ensure accountability to their constituents and the broader public, nonprofit leaders must be able to critically analyze and report on their programs. This course prepares students to undertake the research, design, and evaluation process used in nonprofit and public agencies to ensure the highest levels of program effectiveness and impact. Students will learn how to develop an overarching theory of change to guide the fundamentals of program development and assessment and to support a process of continuous improvement within their organizations. The course covers key topics such as assessing community needs, using research to guide program design, cultural competency, designing evaluation processes, applying an equity framework in evaluation, sharing evaluation results, and making modifications based on evaluation results.
**LEAD 530 | RESOURCE DEVELOPMENT AND PHILANTHROPY**
Units: 3  Repeatability: No
Prerequisites: LEAD 502A with a minimum grade of C- and LEAD 502B with a minimum grade of C-
This course examines the fundamental role of fundraising programs within nonprofit organizations. Students will learn to craft 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. 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 departments within a nonprofit organization. The goal of this course is to ensure that each student gains a broad and sophisticated understanding of resource development/fundraising.

**LEAD 531 | CAPSTONE**
Units: 3  Repeatability: No
Non-Core Attributes: International
Prerequisites: LEAD 502A with a minimum grade of C- and LEAD 502B with a minimum grade of C-
In this capstone course, students apply their knowledge by working on a project with a nonprofit organization of their choice. They will assess the organization's management and leadership functions and make recommendations for improvement. The course also requires students to reflect on their own leadership development and prepare a final reflection paper and presentation.

**LEAD 532 | FOUNDATIONS IN TRAUMA AWARENESS, RESILIENCE, AND RESTORATIVE APPROACHES ACROSS THE PROFESSIONS**
Units: 3  Repeatability: No
This interdisciplinary Foundations Course, central to the “Certificate of Trauma Awareness, Resilience and Restorative Approaches Across the Professions,” is designed to provide an integrative lens on stress and trauma, restorative practice and approaches, and individual and community resilience. The course combines an academic understanding of the science of trauma with an experiential learning of skill-building practices which emphasize self-reflection, social and emotional awareness, resilience-centered trauma literacy for application in non-clinical settings, and a practical knowledge of restorative approaches across various disciplines. This Foundations Course is designed for professionals as well as USD graduate students interested in developing their understanding of stress, trauma, development, and adaptive capacity; expanding trauma awareness and cultural sensitivity in context; learning core principles of restorative practice working with communities; and exploring how the integration of trauma awareness, resilience, and restorative approaches can be implemented across professions.

**LEAD 533 | FOUNDATIONS OF LEADERSHIP COACHING**
Units: 3  Repeatability: No
The primary goal of this course is to offer an introduction to the theory and practice of leadership coaching. Special emphasis will be placed on the core competencies necessary for effective coaching and ethical practice. In particular, students will be guided through a coaching process that is holistic in nature, focused on developing the individual as an instrument of the coaching engagement. The model spans human development theory, organizational change processes, positive psychology application, and leadership development from an action logics (stage theory) perspective. The course also offers experiential learning opportunities for students to make initial discoveries about their emergent coaching style through “real time” peer-to-peer and client-based coaching practice.

**LEAD 535I | MODELS OF PARTICIPATORY LEADERSHIP**
Units: 3
Non-Core Attributes: International
This intensive summer course is an opportunity for participants to be exposed first-hand to a unique organizational model of participatory leadership, management, employee ownership and decision making by attending lectures and visiting sites at the Mondragón Corporación Cooperativa (Mondragón) in Mondragón, Spain. Students will become acquainted with Mondragón’s unique leadership, management, educational, training, financial and human resources systems, as well as its globalization initiatives. Participants will also learn the core values that support Mondragón, which are based on a balance between organizational and personal needs, solidarity with each other and the community, and economic and social justice. Finally, participants will become acquainted with the institutionalized policies, processes and practices that support Mondragón’s economic and social success.

**LEAD 540 | INTRODUCTION TO RESTORATIVE JUSTICE: A GLOBAL SOCIAL MOVEMENT**
Units: 3  Repeatability: No
This course introduces the philosophy and practices of restorative justice. Restorative Justice is a philosophical approach that embraces the reparation of harm and healing of trauma. A central practice of restorative justice is a collaborative decision-making process that includes harmed parties, people who have caused harm, and others who are seeking active accountability by: • Accepting and acknowledging responsibility for causing harm; • Repairing the harm caused to harmed parties and the community; • Rebuilding trust by showing understanding of the harm, addressing personal issues, and building positive social connections; • Addressing root causes, systemic inequalities, and social injustices that creates the conditions in which harm occurs. Restorative justice is a global social movement with applications ranging from the way a teacher responds to minor misbehavior in school classroom to prosecutors support of a crime victim’s desire to confront the offender to a society’s healing approach in the aftermath of war or genocide. Restorative approaches draw upon a variety of justice traditions that, in many ways, challenges the Western legal tradition of adversarial adjudication and punishment. Students will be introduced to the ethical framework that guides restorative approaches and a variety of applications. One leading assumption of this course is that a student interested in applying restorative justice in one particular setting, such as a school, will be most successful when they understand the full range of perspectives and practices.
LEAD 541 | RESTORATIVE JUSTICE FACILITATION SKILL-BUILDING INTENSIVE
Units: 3 Repeatability: No
Prerequisites: LEAD 540 with a minimum grade of C-
This course is an intensive skill-building workshop in restorative practices. The focus is developing facilitation skills necessary for hosting restorative dialogues. We will develop skills for both “restorative circles” and “restorative conferences,” two distinct and commonly used restorative practices. Each requires three distinct skill-sets: pre-dialogue preparation and assessment skills; dialogue facilitation; and post-dialogue mentoring and support skills. The course is highly experiential with intensive role play and debriefing. The skills-based course will focus on three tiers of restorative practice: Tier I: Restorative circles for community building and improving campus climate We will focus on restorative circle practices to improve campus culture and build relationships and how to use circles in response to charged community incidents in order to provide inclusive dialogue, healing, accountability, and action plans. Tier II: Restorative conferences for incidents of harm. This section focuses on restorative approaches to conduct violations from “bread-and-butter” noise or alcohol violations to academic dishonesty to serious incidents that may also include criminal charges. Tier III: Restorative circles for effective reintegration after separation. This section introduces restorative circle practices to successfully reintegrate community members after periods of separation. Reintegration circles provide reassurance to the community by emphasizing both social support and accountability. The primary focus will be on reentry, such as student return after suspension or incarceration, but other applications will be addressed such as return from medical leave.

LEAD 542P | RESTORATIVE JUSTICE LEADERSHIP IN PRACTICE
Units: 3 Repeatability: No
Prerequisites: LEAD 540 with a minimum grade of C- and LEAD 541 with a minimum grade of C-
This course is an opportunity to put theory and skills into practice. The focus is on implementing restorative practices through the development and delivery of restorative program or series of facilitated dialogues. Students will propose a program, deliver it, and write a final report summarizing their success. Experience with restorative facilitation is a core element of certification in restorative leadership (we can’t preach what we haven’t practiced).

LEAD 544 | BUILDING PROFESSIONAL PRACTICE IN COACHING
Units: 2 Repeatability: No
Prerequisites: LEAD 533 with a minimum grade of C- and LEAD 566 with a minimum grade of C-
(Can be taken Concurrently)
This course is designed to provide coaching students with the necessary tools to build their professional practice. Particular emphasis is placed on the technical, legal, and financial considerations that are essential to provide effective delivery of coaching services to individual clients and organizations. The aim of the course is for each student to be equipped with a sufficiently robust business approach to be able to launch their practice upon completion of all program and credentialing requirements. As part of the Leadership Coaching Certificate, this course includes ongoing coaching of clients, supervision, peer-to-peer competencies and coaching ethics. While this course can be taken as a freestanding offering, it is required that students taking the Leadership Coaching certificate first take LEAD 533 and be enrolled in LEAD 566 OR provide evidence of relevant other professional experience. In the latter instance, permission of the instructor is required.

LEAD 545 | SURVEY OF LEADERSHIP THEORIES
Units: 3 Repeatability: No
This course presents a survey of the many theories that address leadership from an interdisciplinary perspective. Throughout this course, students will examine leadership applying various theoretical lenses and frameworks. By looking at various perspectives of leadership, students will develop a more rigorous and accurate understanding of this phenomenon and learn to use the many theories, models, and frameworks to address leadership challenges at an individual, organizational, and global level. Finally, students will develop their personal leadership approach and increase their understanding on leading processes of change and transformation committed with social justice.

LEAD 547 | ACTION RESEARCH METHODS I
Units: 3 Repeatability: No
Prerequisites: LEAD 550 with a minimum grade of C- and LEAD 569 with a minimum grade of C-
In this course students critically reflect on the intellectual and practical questions which guide action research and develop a proposal for an action research project. This course will address theoretical, philosophical, and epistemological questions about action research. We will discuss the tradeoffs that come with action research compared to more traditional research—how can insider status better inform research, and what might we lose compared to other forms of traditional research methods? How can the action research frameworks better solve organizational problems, and on the other hand what insights may be lost by focusing on a single organization’s questions or problems?

LEAD 549 | RESEARCH DESIGN AND METHODOLOGY FOR GLOBAL AND INTERCULTURAL LEADERS
Units: 3 Repeatability: No
Prerequisites: LEAD 545 with a minimum grade of C-
This course is designed to help you become critical and wellinformed consumers of research. The course provides students with the basic principles of wellconducted research through readings and analysis of research studies from both the popular and academic settings and teaches them to understand the power and limitations of social science research. Moreover, this course facilitates the understanding of intercultural, ethical and legal considerations involved in conducting research and emphasizes on processes of research to address issues of social justice and inequity.

LEAD 550 | LEADERSHIP AND IDENTITY: THEORY AND EXPLORATION
Units: 3 Repeatability: No
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 identity and 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 RELATIONSHIPS FOR LEADERS
Units: 3 Repeatability: No
This weekend course utilizes an active learning model that encourages participants to: (1) to study and analyze the dynamic forces that influence the life of groups and organizations; (2) to consider aspects of our personal and organizational lives that are not normally within our awareness; and (3) to examine how these beneath-the-surface assumptions, frameworks, defense mechanisms, and habits (especially those related to authority) have an active influence on much of what we do. The course also incorporates elements of more traditional pedagogical approaches including lectures, seminars, readings and an analytical paper.
LEAD 552 | ACTION RESEARCH PRACTICUM I
Units: 1.5 Repeatability: No
Prerequisites: LEAD 547 with a minimum grade of B
In this seminar style course students in the Higher Education Leadership Program will focus on completing their required action research final project. This course is taken in fall semester following completion of LEAD 547. In this course, students get support to complete the IRB process and/or to begin the research process. The seminar will include mini-lectures on how to conduct surveys, interviews and focus groups. And students will receive individual coaching and support throughout the semester to ensure progress toward research goals.

LEAD 553 | ACTION RESEARCH PRACTICUM II
Units: 1.5 Repeatability: No
Prerequisites: LEAD 547 with a minimum grade of B and LEAD 552 with a minimum grade of B
In this seminar style course students in the Higher Education Leadership Program will focus on completing their required action research final project. Students enroll in this course the spring semester, following enrollment in LEAD 552. The focus is primarily on analyzing data and writing results. Emphasis will be on supporting students through coding and analyzing their data, and on the writing process. Students will work with peers and the instructor to receive ongoing feedback and support on their writing. The seminar will include mini-lectures on how to conduct surveys, interviews and focus groups. And students will receive individual coaching and support throughout the semester to ensure progress toward research goals.

LEAD 555 | ETHICAL LEADERSHIP FOR GLOBAL SOCIAL JUSTICE
Units: 3 Repeatability: No
Designed to promote an understanding of the philosophical, religious and civic traditions of leadership as the ethical construct of democratic practice in organizations, institutions and societies. Students gain greater awareness of the contradictions that influence contemporary organizations, especially in U.S. society. Moreover, this course will explore cultural differences regarding ethics and leadership as the students learn more about themselves and themselves in relationship to others, to their work, and to the world. In addition to being exposed to some major Western and non-Western ethical perspectives and examining their values and strengths, students will learn helpful tools and practical strategies to address ethical dilemmas and/or leadership challenges related with issues of social justice.

LEAD 556 | CULTURE AND LEADERSHIP
Units: 3 Repeatability: No
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 | GLOBAL LEADERSHIP CHALLENGES OF COGNITIVE AND SOCIAL JUSTICE
Units: 3 Repeatability: No
This course is designed to provide students with a solid understanding of major challenges of cognitive and social justice of the 21st century and how connecting the concepts of leadership from a local and organizational level to the global sphere and vice versa. Throughout the course there will be an emphasis on topics of social justice such as human rights, social movements, environmental degradation, development, and intercultural dialogue. The course relies on a cross and interdisciplinary approach where students will explore leadership through a global and critical lens and expand their capabilities for identifying the phenomenon of leadership at global levels, framing problems, applying emergent leadership models and initiatives, and designing solutions.

LEAD 559 | ORGANIZATIONAL THEORY AND CHANGE
Units: 3 Repeatability: No
A study of how leadership and change in contemporary organizations and societies are connected conceptually and in practice. Students will study established and emerging theories of leadership, management, culture, and organizational and social change that can be applied within the current scenarios of interconnection and interdependence generated by globalization. Moreover, students will learn collaborative skills and behaviors that will help them to be change agents in their organizations and societies. In addition, this course emphasizes the overarching theme of changing institutions and our society to help the students be more humane and responsive to solving the difficult problems of social justice and inequity that we face.

LEAD 560 | NEW STUDENT ORIENTATION
Units: 0 Repeatability: No
This orientation course introduces online students to the University of San Diego and provides important information about the program. Throughout the orientation, students will learn to successfully navigate through the online learning environment and locate helpful resources. Students will practice completing tasks in the learning environment as preparation for success in their online graduate courses. This orientation course will be available to students as a reference tool throughout the entirety of your program.

LEAD 565 | DYNAMICS OF RACE, GENDER AND CULTURE IN HIGHER EDUCATION
Units: 3
The purpose of this course is to provide students with an opportunity to discuss, reflect and explore issues of power and privilege in relation to their work as leaders in higher education. In this course, students will have opportunities to study and discuss how colleges and universities are responding to the growth of diversity on their respective campuses; critically examine the research related to current challenges in higher education related to diversity; develop a greater appreciation and understanding of their own and other cultural groups; examine and discuss issues of power and privilege using multiple lenses to investigate the impact of these issues in the context of higher education.

LEAD 566 | CORE COMPETENCIES OF LEADERSHIP COACHING
Units: 3 Repeatability: No
Prerequisites: LEAD 533 with a minimum grade of C-
This course builds upon the Foundations of Leadership Coaching course. It provides the opportunity for students to acquire a deeper understanding of coaching as a leadership and development tool. Students will hone their practice, deepen their use of self-as-instrument, be exposed to best practices for debriefing assessment tools, and reflect on ethical and other professional issues in the world of coaching. Each element of the course helps the aspiring coach to gain a broader repertoire of approaches when addressing the coaching relationship in service to the client. Supervised practice, reflective assignments, and theory integration form part of this experiential course.
LEAD 567 | WRITING FOR PUBLICATION
Units: 3
This course is an intensive writing and research experience designed to introduce students to and mentor them through the writing, research, revision and publication or presentation processes. Topics covered include: organizing and reviewing the literature; improving grammar, style and mechanics; strengthening presentation skills; and preparing for the publication process. Students read about research and publication, critique and evaluate work done by peers in the course and receive feedback on their writing and research topics from the professor.

LEAD 568I | GLOBAL PERSPECTIVES IN HIGHER EDUCATION
Units: 3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: International
The purpose of this course is to provide students with an opportunity to explore, discuss, reflect, and analyze various issues impacting higher education from a global perspective. These issues include, but are not limited to access, equity, economic development, and social mobility. Particular attention will be paid to historical developments and interventions (e.g., affirmative action and other initiatives) from the government, non-government organizations, and private and public universities seeking to address educational opportunity and/or economic innovation. The specific focus of the course will be contingent on the geographic location as the international context impacts the critical issues addressed. Examples of potential countries under the purview of this course include Brazil, United Arab Emirates, Cuba, Morocco, Italy, France, and South Africa.

LEAD 569 | MAKING MEANING AND THE COLLEGIATE EXPERIENCE
Units: 3
The purpose of this course is to examine and understand significant human development theories used within the context of higher education. Students will be asked to make meaning of the self, the other and the systems, personally and professionally. This course requires students to apply college student development theories to students as well as themselves in critical ways. Students will be asked to work individually as well as in teams on a project-based learning project aimed at promoting the intersections between theory and practice.

LEAD 571 | HISTORY AND PHILOSOPHY OF HIGHER EDUCATION
Units: 3
This course is designed to provide students with historical and philosophical contexts for understanding contemporary practices and issues in higher education. Through an understanding of major philosophies of education, students will examine the developmental trajectory of higher education in the United States. The course includes opportunities to explore the complexity of philosophical views and historical events that have shaped the way colleges and universities operate today. Students will shape a personal philosophy of education by identifying the ideologies behind educational systems, curricula and institutional goals and by determining which aspects of those ideologies best represent their own values and ideas.

LEAD 572 | LEADERSHIP AND CONTEMPORARY ISSUES
Units: 3 Repeatability: No
National and global issues requiring leadership are presented as challenges to future leaders. Topics may include: social and political changes; environmental change and sustainability; the impact of technology; and generational changes. These issues all impact organizations and how we lead and require courage, commitment and compassion on the part of leaders, as well as technical knowledge and critical thinking skills in order to transform the potential of today’s world into a global community of justice and peace.

LEAD 573 | ECONOMICS OF EDUCATION
Units: 3
This course introduces students to the basics of economic analysis and then uses these techniques to examine some of the most important, but least understood policy issues on the national agenda, including: human capital theory and the returns to education; educational labor markets and the factors that influence them; how local schools are funded and the voucher movement; trends in college and university pricing; market failure and the governmental provision of student loans; and the increasing grant-loan imbalance in higher educational finance.

LEAD 574 | GENDER AND LEADERSHIP
Units: 3 Repeatability: No
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 576 | COMMUNITY COLLEGE LEADERSHIP
Units: 3 Repeatability: No
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 ADMIN
Units: 3 Repeatability: No
An introduction to the management of public and private colleges and universities, this course will explore the nature of academic governance, patterns of decision making among middle- and senior-level academic administrators, as well as the challenges involved in shared authority. Leadership philosophies of prominent educational leaders will be examined, as well as campus mission statements, administrator-board and public relations, local and state policy issues and the role of administrators in creating a campus culture that nurtures diversity, equity and access.

LEAD 579 | EXPERIMENTAL TOPICS
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
This course number is used by SOLES for experimental topics courses. The title and content of each 579 course will vary by topic and program/department. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course.

LEAD 579I | EXPERIMENTAL TOPICS: INTERNATIONAL EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Non-Core Attributes: International
This course number is used by SOLES for experimental topics courses. The title and content of each 579 course will vary by topic and program/department. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course. This I-designated course will meet the SOLES International Experience requirement.
LEAD 580 | CONSULTING TO GROUPS  
Units: 3  
This course provides practical and experiential training in consulting to small groups. It is especially geared to building the capacity needed to mobilize groups and organizations undergoing rapid change or experiencing significant turmoil by enhancing students’ ability to match content, technique, context and delivery.

LEAD 581 | SPECIAL TOPICS IN LEADERSHIP  
Units: 1-3  
Repeatability: Yes (Can be repeated for Credit)  
The purpose of this course is to provide graduate students with an opportunity to earn graduate credits in the Leadership Studies program for participating and/or attending conferences, institutes, or other events related to their growth as a scholar and/or professional. Students enrolling in the special topics course(s) will be responsible for attending all conference events, completing the assignments as noted in your syllabus and other papers and/or projects as assigned by the professor of record. Each new course that is offered will be reviewed and approved by the program area (specialization area) and the Leadership Studies department chair, before being added to the course schedule.

LEAD 582 | WOMEN IN HIGHER EDUCATION LEADERSHIP SUMMIT (WHELS): PROFESSIONAL DEVELOPMENT AND CONFERENCES  
Units: 3  
Repeatability: Yes (Can be repeated for Credit)  
In this course, students have the opportunity to better understand how the higher education system impacts women leaders individually and collectively. Students will also gain insights and new skills for exercising more effective leadership as higher education professionals. Students will receive 360 feedback and have multiple opportunities to strengthen and practice leadership. The Summit offers opportunities for connecting with other women leaders in higher education and sharing experiences, and exchanging emerging ideas. Students will develop a professional development plan and network with women leaders from across the country. Students enrolled must attend all conference events, the pre, and post session classes and complete all assignments as noted below.

LEAD 585 | LEADERSHIP FOR CHANGE  
Units: 3  
Repeatability: No  
This course utilizes an active learning model that provides participants with opportunities to examine and test theories of leadership by analyzing the actual dynamics that arise in real time when relating to those who hold positions of formal authority or when individuals attempt to exercise leadership and/or claim informal authority. The design provides a practice setting that duplicates to some extent the dynamics that occur regularly in groups and organizations, so that participants can test and integrate their study of leadership against actual, lived experience. It is based on an assumption that these dynamics and processes—many of which are elusive and frequently operate beyond our direct awareness—can subvert plans for personal and/or organizational change if they are not understood and taken into consideration.

LEAD 587I | COMMUNITY MODELS OF LEADERSHIP – SRI LANKA GLOBAL STUDY  
Units: 3  
This course is designed to understand social movements and leadership within communities. In particular, this course examines an alternative view of leadership from Western thought by exploring Sarvodaya in Sri Lanka. Sarvodaya, which means “Awakening of All,” is the largest people’s organization in Sri Lanka and is composed of over 12,000 villages. Sarvodaya represents one of the world’s largest grassroots mobilizations. A collaboration of Gandhian thought and Buddhist belief, Sarvodaya serves Sri Lanka and the global community through its social action works in peace building, education, relief efforts, and development. Students have the opportunity to see various aspects of Sarvodaya’s model including: training and education, peace center, volunteerism, community organization, and headquarters. Particular attention will be attributed to the unique culture and location of Sri Lanka and how these factors have influenced community development, social movement, and leadership. Excursions to cultural and historical areas of significance are facilitated in conjunction with course content. Students engage in service activities within Sarvodaya villages.

LEAD 589 | CAPSTONE SEMINAR  
Units: 3  
Repeatability: No  
Prerequisites: LEAD 598 with a minimum grade of C- (Can be taken Concurrently)  
The Capstone Seminar is designed to provide Master’s students with an opportunity to integrate their learning in the program through a final project. Students are expected to work with a member of the Department faculty as an advisor for their capstone while participating in this course. Each session is devoted to peer-to-peer interaction and feedback on the progress being made to complete this graduation requirement. Particular attention is given to making use of the knowledge gained throughout their program. The aim is to support students as they focus on deepening their leadership philosophy, reflect on their coursework learning, explore the interconnections of self and system that will most meet their needs as future leadership professionals. Successful students will continuously examine and refine their work so as to better understand and apply leadership concepts to practice. The course will also include preparation for a culminating capstone project. Prerequisites: LEAD 598, International experience (course with “I” or the non-course requirement met) Both these can be concurrent.

LEAD 593P | PRACTICUM IN LEADERSHIP COACHING  
Units: 1  
Repeatability: No  
Prerequisites: LEAD 533 with a minimum grade of C- and LEAD 566 with a minimum grade of C-  
This course addresses individual, team and systems coaching practice. Students will present cases from their supervised coaching work to receive assessment and feedback from peers and professional coaches. Special attention will be given to helping the student coaches integrate their learning throughout the program and apply it to their evolving coaching practice. To enroll, LEAD 533 and LEAD 566 are prerequisites, or relevant other experience and permission of the instructor.

LEAD 594 | HIGHER EDUCATION PROFESSIONAL DEVELOPMENT SEMINAR  
Units: 1.5  
Repeatability: Yes (Can be repeated for Credit)  
In this course students work together with faculty and practitioners to integrate the theory and knowledge base of the program course work with the experiential learning of the student’s practical experience. This course supports the student’s individual development plan by asking them to analyze current events and issues in their workplace and connect them to the broader higher education community. An emphasis on topics and skills related to professional culture, action inquiry, organizational dynamics, developmental theory and diversity and inclusion will be made throughout the course.
LEAD 595 | THESIS SUPERVISION  
Units: 1-3  
Repeatability: Yes (Can be repeated for Credit)  
Students engaged in the research and writing of a thesis may register for 1-3 units of this course per semester during that process. Students should enroll with their thesis advisor only. This course can be counted towards electives in the area of specialization requirement and is a Pass/Fail course.

LEAD 597 | PORTFOLIO SEMINAR  
Units: 1  
Repeatability: No  
This portfolio seminar will support students in the preparation of their final portfolios with particular attention to the leadership essay. This course will encourage students to synthesize and articulate their understanding of leadership theory and connect this understanding with their professional experiences. While this course focuses primarily on the leadership essay, the selection of projects and the development of an executive summary will also be included in the course content. The international essay will not specifically be included in the content, but students should know that the material will be equally applicable to that essay.

LEAD 598 | LEADERSHIP IN ACTION  
Units: 3  
Repeatability: No  
Applied learning experience for M.A. and doctoral students in which they take the lead in a new individual work project or an employer internship program that challenges them, allows them to apply the skills and theories learned in their Leadership Studies coursework, and enhances their leadership experience. All students will work under the guidance of an effective leader/work supervisor, as well as be supervised by a USD faculty member.

LEAD 599 | DIRECTED INDEPENDENT STUDY  
Units: 0.5-3  
Repeatability: Yes (Can be repeated for Credit)  
LEAD 599 DIRECTED INDEPENDENT STUDY Directed Independent Study is designed to be a substitute for a traditional course that is not offered in the semester for which the student wishes to enroll. The material covered in such courses is essentially the same as that covered in the traditional course. Students must complete the Graduate Application for Research or Independent Study form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course. Typically, the request for a directed independent study is made only if: a) a course is required for a graduating student but is not scheduled; b) a student has an unalterable schedule conflict in the course sequence; c) a student needs a course to correct an out-of-sequence program; or d) a student has compelling personal circumstances.

LEAD 600 | LEADERSHIP AND IDENTITY: THEORY AND EXPLORATION  
Units: 3  
Repeatability: No  
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 identity and 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 | CONCEPTIONS KNOWLEDGE RESEARCH  
Units: 3  
Repeatability: No  
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  
Repeatability: No  
This introductory course in quantitative analysis will equip students with the skills to conduct basic descriptive and inferential analyses. Students will explore descriptive techniques such as measures of central tendency and dispersion, and inferential techniques such as point estimates and confidence intervals to infer population parameters. In doing so, students will learn the logic and limitations of hypothesis testing and be able to analyze data drawn from experimental and non-experimental research designs, such as one-sample and two-sample designs, to test various hypotheses. Students will also gain experience working with statistical analysis packages such as SPSS, Jamovi, and Excel as they apply these techniques to actual data. The emphasis in this course will be on practicing and applying quantitative analysis skills to test research ideas and write up quantitative findings for the larger research and practice communities.

LEAD 608 | QUALITATIVE RESEARCH METHODS  
Units: 3  
The underlying philosophy of qualitative research, the type of research questions this method addresses and an overview of the major qualitative methodologies. Assignments provide guided practice in data collection, analysis and presentation of research, moving gradually toward more complex qualitative methodologies. Students acquire beginning skills in qualitative research and are able to critically evaluate qualitative studies in the literature.

LEAD 609 | EVALUATION: THEORY AND PRACTICE  
Units: 3  
Repeatability: No  
Prerequisites: LEAD 607 with a minimum grade of B- and LEAD 608 with a minimum grade of B-

Designed to develop an understanding of the evaluation process and skills needed by evaluators. Students review models of evaluation and examine strategies for conducting effective evaluations of organizations, programs and personnel.

LEAD 610 | DISSERTATION SEMINAR  
Units: 3  
A course to assist doctoral students who are ready to write their dissertation proposals. Students must have a firm topic for their research since they will write drafts of the three sections of their proposals and finish the course with a proposal that is ready for review by their dissertation committees.

LEAD 611 | LEADERSHIP THEORIES  
Units: 3  
Repeatability: No  
This course presents a comprehensive survey of leadership theories as one of the foundations of the doctoral program. Students will acquire the essential theoretical foundations of the field of leadership by examining the history of leadership thought, the current approaches, and the emerging trends in the field. The strengths, weaknesses, methodological elements and contributions of the various theories will be closely analyzed to prepare students for their continued research and practice throughout the program. The course relies on a cross and multi-disciplinary approach, and culture and ethics as study lenses.

LEAD 612 | ADVANCED QUALITATIVE RESEARCH METHODS  
Units: 3  
Prerequisites: LEAD 608 with a minimum grade of B-

This course is divided into two main sections, one focusing on procedures associated with more or less traditional notions of qualitative research. Students will read and discuss texts and articles about qualitative methods and critique examples of both traditional and less conventional approaches to qualitative studies. In addition, a major assignment will be to design and execute a small qualitative study. Students will be expected to employ the datagenerated from their research to produce a number of different products.
LEAD 613 | ADVANCED QUANTITATIVE RESEARCH METHODS
Units: 3
Prerequisites: LEAD 607 with a minimum grade of B-
This course provides students with the analytical tools necessary to conduct doctoral-level quantitative research and requires them to complete and present an empirical project. Topics covered include multiple regression analysis, binary choice models and time series analysis.

LEAD 614 | SPECIAL TOPICS IN ADVANCED RESEARCH METHODS
Units: 3
This course presents a variety of advanced quantitative and qualitative research methods special topics such as Mixed Methods, Advanced Multivariate Analysis, and Grounded Theory. It designed to prepare students to use a variety of research methods in their research by providing practical experience with the methods. Course meetings will consist of full-group sessions, small group/team sessions, and individual sessions with the instructor. Students taking this course should have successfully completed both basic doctoral-level quantitative and qualitative research methods courses and either an advanced quantitative or qualitative research course. Any students not meeting these prerequisite will need to receive the special approval of the instructor before formally enrolling in this course.

LEAD 615 | ACTION RESEARCH METHODS II
Units: 3
In this course, students read about, directly engage in, and write three papers using 1st-, 2nd-, and 3rd-person action research methods. For example, students research and write an autobiography in which they examine their life to date in terms of developmental theory as well as the next developmental actions they may wish to take (1st-person research). Each student will also analyze voice recordings of parts of different class sessions and write a paper to be shared with the rest of the class about the group's issues in evolving toward a "community of inquiry" (2nd-person research). And each student will write a final paper on an action research topic of their own choosing in journal article format (3rd-person research, at best illustrating how 1st-, 2nd-, and 3rd-person research interweave and contributing to the student's qualifying paper or dissertation).

LEAD 616 | SURVEY RESEARCH METHODS
Units: 3
This course will prepare students to design, implement and then analyze the results of different types of surveys. Topics to be covered include the analytics of survey research design, data collection and survey research analysis including the techniques of correlation and factor analysis, which will be used together to analyze the results of several large-scale surveys.

LEAD 617 | MIXED METHODS RESEARCH DESIGNS
Units: 3 Repeatability: No
Over the past decade, debates between qualitative and quantitative research have subsided, and there has been a growing interest in mixed methods research designs. This course explores rationales for mixing methods, critiques of mixed methods research, and a range of design and methodological options for those who do mixed methods studies.

LEAD 619 | APPLIED LEADERSHIP PRACTICES: INTEGRAL SELF AND SYSTEMS APPROACH
Units: 3 Repeatability: No
This course offers a survey of classical, prevailing and emerging theories of human and organizational development. Students will be engaged in an integral self and systems approach to leadership. Particular emphasis will be placed on the development of the "self-as-instrument" while attending to the complex dynamics that are present in the contemporary organizational context. The course blends an emphasis on mastery of conceptual frameworks with an experiential "theory-in-practice" orientation to learning. As such, students are offered an opportunity to bring an applied leadership perspective to their rigorous scholarly exploration of different dimensions of development commonly researched and encountered in the human and organizational condition.

LEAD 620 | THE LAW AND POLITICS OF EDUCATIONAL POLICY DEVELOPMENT
Units: 3
This course introduces an equal number of graduate education students and upper division law students to the complexities inherent in the development of education policy at the state and local levels. In addition to interacting with guest speakers during seminar sessions on campus, students travel to the Bay Area to meet with key researchers and commentators at Stanford University and the UC-Berkeley School of Law and with union leaders at the California Teachers Association in Burlingame. Later, students travel to Sacramento to interact with key elected and appointed state policymakers. Field trip travel expenses are paid through a grant. Each student writes a research paper on a topic of the student's choice related to educational policy development and delivers a presentation based on it to the seminar.

LEAD 621 | SOCIOLOGY OF EDUCATION AND EDUCATIONAL LEADERSHIP SEMINAR
Units: 3 Repeatability: No
This course takes as its point of departure the idea that educational outcomes are socially constructed. Using a sociological lens, structural, cultural and agentive explanations for the racialized, class-based and gendered school experiences of US and international students will be examined. Moving from the macro to the micro level, students will examine schools as organizations embedded in broader socio-cultural and historical context.

LEAD 622 | LEARNING DESIGN AND TECHNOLOGY
Units: 3
The goal of this course is to develop essential content and research expertise needed to exercise effective leadership in learning design and technology. The course examines key issues in learning design and the role of technology as a tool for effective educational practice. Students will be introduced to diverse theoretical and methodological frameworks to study learning design and technology, while investigating key contemporary issues in the field such as adaptive learning system, immersive learning environment, gamification, autonomous learning environment, learning analytics, global social media, coding literacy and digital equity. Students will study innovative learning design implementations with technology by encompassing the cognitive, affective and social dimensions of learning, through which meaningful design principles for effective educational solutions and leadership will be derived. Students will also design and pilot-test their own research on learning design and technology, while receiving constructive critiques from their peers and experts in the field.

LEAD 631 | EDUCATIONAL REFORM: EDUCATIONAL SYSTEMS IN POST CONFLICT ENVIRONMENTS
Units: 3 Repeatability: No
Non-Core Attributes: International
The main objective of this course is to provide a sociological and historical investigation into the educational reform challenges facing educators, students and policy makers in an international context. As the U.S. continues to struggle with segregated schools and unequal education for many minority and low-income students, much is to be gained by examining how other countries throughout the world are attacking problems of equity.

LEAD 630 | THE NONPROFIT/PHILANTHROPIC STUDIES RESEARCH BASE
Units: 3
The primary purpose of this course is to help each course participant develop a cognitive map of research activity within the Nonprofit/Philanthropic Studies field. Specifically, the course will help participants become familiar with: (a) the topics and issues that scholars within the emerging field have begun to systematically study; (b) the methods they have employed or have failed to employ to study different topics and issues; and (c) the knowledge base about nonprofit and philanthropic organizations and their organizational practices that has begun to be created as a result of research focused on the third sector.
LEAD 631 | CONTEMPORARY ISSUES IN THE THIRD SECTOR
Units: 3
The domestic and international nonprofit sector faces persistent challenges around questions of effectiveness, accountability, governance, collaboration, and resource acquisition. Some of these issues raise fundamental questions about the legitimacy and future relevance of the nonprofit/NGO model as a form of political and social action. What can current academic research contribute to understanding some of the most persistent challenges faced by the sector? This course will review contemporary research evaluating nonprofit and NGO practices while also assessing the methodological and theoretical strengths and weaknesses of current scholarship focused on the sector.

LEAD 640 | ISSUES IN HIGHER ED LEADERSHIP
Units: 3 Repeatability: No
This course examines contemporary issues facing leaders in the field of higher education, which includes but is not limited to autonomy and accountability, academic freedom, federal and state funding, curriculum reform, and economic imperatives. These issues will be examined from multiple perspectives, including internal and external constituencies. Key stakeholders will be identified and their interests will be analyzed to understand the complexity of decision making within a higher education leadership context.

LEAD 650 | LEADERSHIP IN ORGANIZATIONAL CONTEXTS
Units: 3 Repeatability: No
A review of classical and contemporary theories related to the context of leadership, including organizational systems and processes, organizational design, organizational change, decision making, gender and bias, and the process of negotiation. We all know that leadership is not just about the leader – the context is essential. This course focuses on the organizational context at the broadest level and how the leader navigates challenges related to organizational structure, politics, change, team dynamics, conflict management, and decision making by reviewing classic and contemporary theory and research on organization theory. This course provides a very broad coverage of organizational theory material that any student of organizations, regardless of the sector, should know with a focus on leading for social justice and within an international context.

LEAD 651 | ORGANIZATIONAL BEHAVIOR
Units: 3 Repeatability: No
A review of classical and contemporary theories related to human behavior in organizations including individual differences, perception, learning, motivation, culture, group dynamics, and personal effectiveness. This course focuses at the “people” side of organizations that leaders must understand and address in making organizations effective. This course provides a very broad coverage of Organizational behavior material that any student of organizations, regardless of the sector, should know. Many of the readings are classics to assure that you have the necessary background to: 1. frame issues and research questions related to how people function in organizations, and 2. teach OB concepts at the undergraduate and masters levels.

LEAD 660 | ETHICS AND LEADERSHIP
Units: 3 Repeatability: No
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. Drawingon such analytical techniques as present discounted value, game theory, and costbenefit analysis, this course applies lessons from cognitive psychology, political science, traditional economics, behavioral economics, as well as other social scientific areas to domestic and international policymaking processes. In addition to extensive case studies, this course also uses policy simulations to help students understand how to use both theory and analytics to solve contemporary problems.

LEAD 662 | ADULT DEVELOPMENT
Units: 3
An examination of the conceptual frameworks that attempt to describe and explain adult development and their implications for leadership. Students refine their own evolving philosophy of leadership as they seek to understand the meaning of central concepts related to self and relationships.

LEAD 663 | LITERATURE REVIEW
Units: 3 Repeatability: No
Students focus on the expansion of the scholarly writing repertoire while beginning the exploration of literature in their specialization areas. Course requirements include a substantial written paper and oral presentation demonstrating the ability to review and analyze the literature in a professional area of interest.

LEAD 679 | EXPERIMENTAL TOPICS
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
This course number is used by SOLES for experimental topics courses. The title and content of each 679 course will vary by topic and program/department. If more than one 679 course is offered during a single semester, section numbers will allow for identification of the course.

LEAD 695 | DISSERTATION
Units: 1-9 Repeatability: Yes (Can be repeated for Credit)
Doctoral candidates must maintain continuous enrollment until the dissertation is completed. Only the grade of pass is awarded for this course, which is individually guided by the dissertation chair and committee members.

LEAD 698 | LEADERSHIP INQUIRY AND ACTION
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Research or applied learning experience by advanced masters and doctoral students in fields of special interest. Includes project research studies and intensive reading programs, as well as creative undertakings for public scholarship. All students will work under the guidance of an effective leader/work supervisor/subject matter expert, as well as be supervised by a USD faculty member.